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ABSTRACT

By following the Washington Small Schools Curriculum format of listing learning objectives with recommended grade placement levels and suggested activities, monitoring procedures, and resources used in teaching, this music curriculum for grades K-3 encourages teacher involvement and decision making. Goals for the program focus on the student, encouraging each to value the study of music and recognize its usefulness, to participate in the performance of music, to create musical expression and to listen to music. Moving (rhythm), singing (melody), playing, sharing, creating and listening are the major concepts around which the curriculum is built. Rhythm activities stress beat, duration, accent, meter, tempo and response. Singing exercises emphasize melody, pitch, chords, intervals and scales. Playing instruction includes introductions to the science of sound, instruments and environmental sounds. Sharing involves acquiring appropriate performance behavior and valuing the personal satisfaction resulting from musical performance. Creating focuses on structure and composition. Listening explores appreciation, mood and expression and careers. Included in a final section are song samples, patterns, devised notation, song and listening lists, a bibliography and a discography. (NEC)

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ED205315

The Comprehensive
Arts in Education Program

SMALL SCHOOLS MUSIC CURRICULUM K-3

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RC 012828

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

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Small Schools

Music Curriculum

K-3

Scope

Objectives

Activities

Resources

Monitoring Procedures

August 1977

Thank You!

Many people have contributed a great deal to this document in terms of creative ideas, time and effort. Without a doubt, the major credit must be given to an outstanding young graduate student from Western Washington State University in Bellingham, Mary Lou Ott, who worked for three months, day and night to put this document together. During the next school year, she will have an opportunity to test her product as she takes her place as music and arts specialist in Blaine, a small school district in our state. They are most fortunate to have her as a new staff member.

Tribute should also be paid to Muriel Miller, the ever enthusiastic and creative contributor to music education in ESD 121 and the rest of the State of Washington, who started this project in 1975. Therese Destito of SPI, the Small Schools Sharing Project Director, gave positive support to the preparation of this document and others in the arts that will follow. Chuck Blondino, who shares this office, patiently and kindly put up with more than the regular accumulation of scrap paper, and offered helpful suggestions and encouragement on a regular basis. Carole Howard Hiner, (OFS*) and Agnes Engle provided secretarial and editing services that were above and beyond the call of duty.

And there were many others. We thank all of you.

- Jim Sjolund

* (Old Faithful Secretary)

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The Small Schools Curriculum materials were written by a consortium of teachers and administrators from local districts, Educational Service District 121, and the office of the Superintendent of Public Instruction.

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INTRODUCTION

When one's considering a statewide music education curriculum guideline, the tendency is to be somewhat fearful. Curriculum guidelines cost a substantial amount of money when widely distributed. They are very valuable to those who go through the guideline writing process, because as the writing progresses, authors have many opportunities to think about what they are saying, to sort things out in their own minds as they are selecting and arranging content materials.

For the user, however, a curriculum guide can be quite sterile. It represents someone elses thinking. It is interesting, but not internalized. The color of the cover, if "Dusty Rose," doesn't show the shelf dust that collects as the school year wears on.

This document is designed for your own involvement and decision making. It is a "bank" of objectives, activities and suggested resources that you can make withdrawals from. You must decide what your program is. You have this material available to use to save precious time.

The title is Small Schools Sharing. If you have ideas for activities and resources, other objectives, other suggested monitoring procedures, we need to know about them. Please feel a responsibility to share. Don't be bashful about sending anything. Your idea may be the one that works for one child, the technique that makes the breakthrough for that particular concept or objective. If it is, it is priceless.

If you have suggestions as to ways to improve the guideline, format, philosophy or any other consideration, please be in touch. Your suggestions are valued.

In order to make the best use of this document, you should first become familiar with the Student Learning Objectives Handbook, which has just been revised. Your school will have a copy by the fall of 1977.

Jim Sjolund
Supervisor, Music Education
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FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Creating Composition

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. recognize specific forms in music: AB, ABA, Rondo, call-response							
. choose form, style, and instrumentation appropriate for carrying out his/her creative idea.							
. record his/her creative idea.							
. test his/her musical composition in performance (for class, program): conducting, rehearsing, recording. See also performing.							
The student values:							

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Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education and Career Education.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to recognize specific forms in music: AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA) and call-response.

State Goal	1,5,7
District Goal	
Program Goal	2,3,4

Related Area(s) _____

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
AB Title: AB Songs Group Size: entire class Materials: songs Procedure: . Sing songs that use an AB form. This includes verse/chorus songs. (See listing in appendix). Have students stand during the A section and sit for the B section. Example: My Bonnie A My Bonnie lies over the ocean My Bonnie lies over the sea. My Bonnie lies over the ocean. Oh bring back my Bonnie to me. B Bring back, bring back Oh bring back my Bonnie to me, to me. Bring back, bring back Oh bring back my Bonnie to me.	Play pieces/songs in AB form. Have students record on paper the form. Have the students stand on the A section and sit for the B section.	District Resources

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., music, reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of music there exist several specific areas, i.e., rhythm, melody, playing and compositional skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result form school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction.

Student Learning Objectives

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows that a steady beat may be stretched or stopped."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to keep a steady beat."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values the opportunity to contribute musically to the community."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Suggested Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

MUSIC PROGRAM GOALS

1. The student values the study of music and recognizes its usefulness in individual, family and community life.

2. The student is able to participate in the performance of music.

3. The student is able to select, organize and perform patterns of sound and silence to create a musical expression.

4. The student is able to demonstrate the ability to listen to music analytically, emotionally, and intellectually.

5. The student is able to relate and use supportive information in the performance, creation and listening of music.

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MOVING

Rhythm

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Moving: Rhythm Beat

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that a steady beat may be stretched or stopped. (fermata)	5	2-3					
The student is able to:							
. keep a steady beat.	3	K-1					
. pause or hold for the fermata sign.	5	2-3					
. distinguish between rhythm pattern and beat.	7	1-2-3					
. perform a rhythm pattern.	7	1-2-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

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Suggested Objective Placement K

Student Learning Objective(s) The student is able to keep a steady beat.

State Goal	1,7,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
Title: Keep the Beat Group Size: entire class, small group Materials: song sheets, recordings, record player, large balls. Procedure: . Have the students clap with the beat. Use any familiar song, record, piece for piano or other instrument for the children to hear. In choosing a record be sure the tempo remains steady throughout. (see list: steady beat) . As above, have the students walk to the steady beat or pulse. . Bounce a ball to a steady beat. Use large balls. Title: Beating a Beat Group Size: entire class, small group Materials: sticks, drum, tambourine, tin cans, pencils Procedure: . Have students keep a steady beat with sticks, drum, tambourine, tin can or other sound source. Tap pencils on the desk or table top. Be sure to hold the beat steady; the tendency is to rush. Relax. Try the same activity using music, as above.	The teacher will be able to observe which students maintain the beat accurately. Use any of the activities as a "test" and check off on a list those who do well, those who need additional help, those who may need a great deal of help with this very basic skill. Design other similar activities to give continuous practice to those few who will need it. Many of the activities throughout this book are in themselves monitoring procedures.	District Resources

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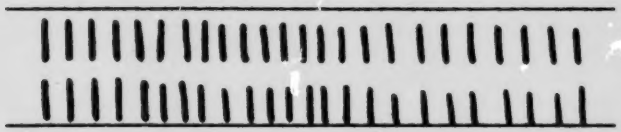
Suggested Activities: Grade(s) K-1	Suggested Monitoring Procedures	Possible Resources
Title: Writing the Beat **Group Size:** entire class, small group, pairs, individual **Materials:** recordings, stereo, chalkboard, butcher paper, crayons, chalk **Procedure:** . Students may mark on the chalkboard or a large sheet of paper with the steady beat of a song or record. Keep the arm movement with the beat of the music. 		"Playing with Proverbs" HBJ Green Mother Goose - Tasha Tudor Granfa Grig Had A Pig - Tripp A Great Big Ugly Man Came Up And Tied His Horse To Me - Tripp
Title: The Beat of the Rhyme **Group Size:** entire class **Materials:** rhymes **Procedure:** . Students can move to the steady beat of spoken rhymes, jump rope jingles, chants, short poems or created chants. Example: "Hickory, Dickory, Dock." Have half of the students keep the beat by imitating a clock in movement and sound. ("tick-tock, tick-tock.") Have the rest of the class listen to the steady beat and then say the rhyme.		District Resources

Suggested Objective Placement 2-3

Student Learning Objective(s) A. The student knows the fermata sign (𝄐) is used to stretch or stop a steady beat. B. The student is able to pause or hold for the fermata sign.

State Goal	1,7,10
District Goal	
Program Goal	1,2,4,5

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: What's That?! Group Size: entire class, small group Materials: overhead projector, transparency Procedure: . Find a song in any text that has a fermata (𝄐) or make a transparency using the example given in this book. Sing the song for the students and let them discover and talk about what happens when they see the sign. (See song examples: Fermata) . For listening examples see listening list: fermata	Activities will provide monitoring opportunities.	
Title: Hold Everyting! Group Size: entire class, small group Materials: transparency, overhead projector, pen Procedure: . Make a transparency of a song the children know. Put several fermatas throughout the song. Ask the students to sing the song observing the sign when they see it. Use an overhead pen to change the holding places.		District Resources

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Hold It! Group Size: entire class, small group Materials: songs, conductor Procedure: . Conduct a song the students know and indicate pauses with your hands. Have them stop the song when the motion indicates to hold. . Have children take turns conducting a song they know, indicating fermatas when they choose. Can the class arrest the tone when they see the conductor stretching or stopping the beat?		District Resources

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Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to perform a rhythm pattern.

B. The student is able to distinguish between and perform either rhythm pattern and/or beat.

State Goal	1,7,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 1-2-3	Suggested Monitoring Procedures	Possible Resources
Title: Rhythm in the Words Group Size: entire class, small group Materials: song Procedure: . Choose a familiar song and clap the rhythm of the words. This is the rhythm pattern or note values. Chant or sing the words while your hands clap what you are saying. . "Dance" the rhythm pattern with your feet. . Use alternate hands on a desk to beat the rhythm pattern.	Students may be asked, individually to clap the rhythm of a song they know well -- clapping and saying or singing is easier; hearing it in your head and allowing the class to listen for accuracy is more difficult. Clap a steady beat, alternate with short rhythm patterns to make a test. The students may answer aloud as a class for practice. To test individually, give the students paper and have them mark B for beat and R for rhythm pattern. (Remember, anything perfectly steady and even is a beat. Anything bumpy will be a rhythm pattern.)	"Name Chant" HBJ Blue
Title: Names in Rhythm Group Size: entire class, small group Materials: students, chalkboard, chalk Procedure: . Clap students names. Mary Jennifer Emily Tom . A composition can be written using the students' names. Have several students stand in front of the class. Have the class clap their names in sequence. Write the names on the board.		District Resources

Suggested Activities: Grade(s) 1-2-3	Suggested Monitoring Procedures	Possible Resources
Title: Dance the Rhythm **Group Size:** large group, small group **Materials:** desk top **Procedure:** Play a series of different rhythm patterns on a drum or desk. Have students dance their feet to imitate the sound. Vary tempo. (fast-slow) **Title:** Beat versus Rhythm **Group Size:** large group, small group, pairs **Materials:** sound sources, desk tops **Procedure:** . Divide the class so half are "walking" the steady beat in place (as beside their chair) and the others are clapping the words of a song or rhyme. . Allow some students to walk the beat in a circle around the outside edge of the room while "sitters" clap the word pattern and sing along. . Some students (or one at a time) may keep the steady beat with a sound source (drum, wood block, etc.) while others play the word pattern using both hands on the desk or table top.		District Resources

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Suggested Objective Placement 1-3

Student Learning Objective(s) A. The student is able to perform a rhythm pattern.

B. The student is able to distinguish between and perform either rhythm pattern and/or beat.

State Goal	1,7,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
Title: Name That Rhythm Group Size: large group, small group, pairs Materials: songs Procedure: . Clap the words of familiar songs or songs you have been recently singing and learning. Ask the students to identify the song from the rhythm. Title: Group Size: large group, small group, pairs, individual Materials: paper, color crayons, rectangle or triangle pattern Procedure: . Make a "test game" by clapping, playing, or sounding a series of beats or rhythm patterns. Students will "answer" by: . making red circles for beat and blue squares for pattern, on large paper . standing up for beat, remain sitting for pattern . holding up a rectangle for beat or a triangle for pattern . with heads down, raise hand for beat; lower to floor for pattern		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Moving: Rhythm Duration

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. recognize that long and short sounds and silences make rhythm.	13	1-3					
. relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.	17	K-3					
. read standard symbols used to designate the relative length of sounds and silences:	27	1-3					
. write or make symbols to show the duration of sounds and silences in a variety of rhythm patterns.	29	1-3					
. distinguish between like and unlike rhythm patterns by eye and ear.	31	1-3					
. distinguish between even and uneven rhythm patterns.	37	K-3					
. show and create rhythm patterns.	39	1-3					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

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Suggested Objective Placement 1-3

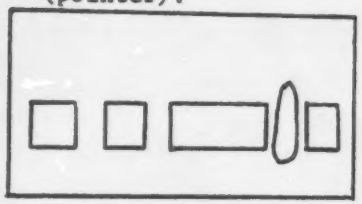
Student Learning Objective(s) The student is able to recognize that long and short sounds and silences make rhythm.

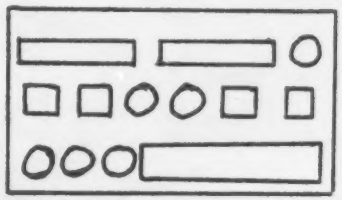
State Goal	1,9,10
District Goal	
Program Goal	1,2,4

Related Area(s)

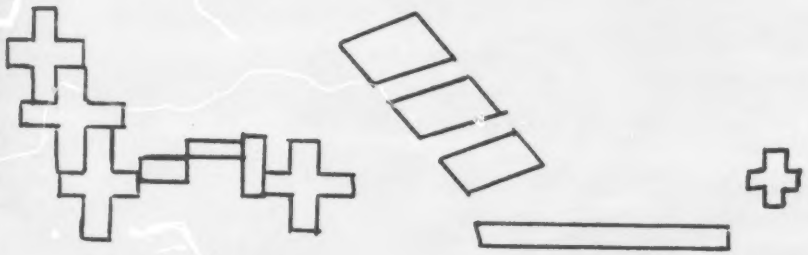
Suggested Activities: Grade(s) 1-2-3	Suggested Monitoring Procedures	Possible Resources
Title: The Long and Short of It **Group Size:** entire class, small group **Materials:** songs **Procedure:** . To illustrate the difference between long sounds and short sounds, use a song like Ghost of Tom (in song samples). Sing in quarter-note values, then sing twice as slow in half note values. (The class can also sing quicker sounds using eighth-note values). Try other songs the class knows in regular tempo and then in "slow-motion." . Look for other songs that would show long-short-rest; Find a song with running notes and holds. long short rest running notes holds		The Musical Instrument Recipe Bo **District Resources**
Title: Sounds of Instruments **Group Size:** entire class **Materials:** sound sources, materials to "make" instruments **Procedure:** . Some instruments make long and/or short sounds. Find "instruments" or sound sources that would show long sounds and short sounds. short: sticks, wood blocks, claves, tin can long: autoharp, cymbal, tone bell, triangle, other ringing things . Make "instruments" that have long and short sounds.	An aural test of long/short can be made with a series of sounds or by taping environmental sounds.	

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: What's our score? **Group Size:** entire class, small groups **Materials:** construction paper (cut in shapes), chalkboard, flannel board, flannel pieces, sound sources. **Procedure:** . Using lines for sound and circles for silence, make a score of music to play. This can be construction paper shapes glued onto background, chalkboard, or flannel board and pieces of moveable material. Make different scores and play them, using your choice of sound makers. The class may want a conductor (pointer).	A performance test of long/short can be given individually by asking students to "play" from scores or using lines, dashes, and empty spaces. To make the "music" sound more like a piece, repeat the pattern twice, then play it backwards, and repeat once more. AABA	





		District Resources
Title: Plus or Minus **Group Size:** individual **Materials:** construction paper, paint, crayons **Procedure:** . Relate the concept to visual art with positive-negative shapes: positive being sound and negative being silence. Do an art project with positive and negative designs. Can you "play" that music?		



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Suggested Objective Placement 1-

Student Learning Objective(s) The student is able to recognize that long and short sounds and silences make rhythm.

State Goal	1,9,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
Title: Long and Short Movements Group Size: entire class, small group, pairs, individuals Materials: students, recordings, cut-outs of small and large feet Procedure: . Have the students use their bodies to show long and short sounds. . Choose a piece of music and move to it in long and short ways. (See listening list: short sounds/long sounds) . Have students take baby steps and giant steps to a song they know. Divide the group and have half taking baby steps throughout the song while the others do giant steps. . Send long-short messages on your partner's hands (patty-cake style). Let the partner put messages on your hands.	Hold up or fasten to wall small feet and large feet. While playing a piece of music, point or hold either size foot. Expect the students to choose correctly and to change when indicated.	District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Rhythm In the Environment **Group Size:** entire class, small groups, pairs, individual **Materials:** tape recorder **Procedure:** . Find sounds in the environment (classroom, school, or outside) and classify by long and short. Record your sounds. **Materials:** water faucet, pencil sharpener, classroom resources . Compose a rhythm piece using long and short sounds and silences of a water faucet, pencil sharpener, window blind or ... ??? Draw long and short lines to show how the music will sound. **Materials:** door, doorbell . Go to a friend's house. Knock or ring the bell. Will you make long or short sounds? Will there be silences? **Materials:** cake making materials . Listen to someone making a cake, or make a cake in the classroom. Are there long and short sounds? **Materials:** scraping and ringing instruments, paper, crayons . Use contrasting long-short sounds and make a piece for ringing sounds and scraping sounds. Will you want some silences? Make music to play from.	Make easy, quick scores by drawing lines, dashes, circles. Ask a child to play the music for you using one sound (water) of his/her choice.	District Resources

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Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.

State Goal	1
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
HAND GESTURES Title: The Last Note Group Size: entire class Materials: song Procedure: . Choose any familiar song that has holding notes at the end (most songs do). Conduct the piece as the students sing, and indicate by holding the last note with the hand moving to the right. Can the students hold until the cut-off? Example: "Oh Susanna" ends on the word "knee." This word is held.	In small groups direct the students to check their ability to follow.	
Title: Watch the Birdie Group Size: entire class Materials: song Procedure: . For a fun game choose familiar songs and hold certain notes an overly long time for the students to follow the hand motion. They will continue singing when the director's hand continues the beat. Example: Row, row, row your booooooooooooooooat Gently down the streeeeeeeeeeeeeeeam Merrilyyyyyyyyyyyy, merrily, merrily, merrily Liiiiiiiiiiiiiife is but a dreeeeeeeeeeeeeeeam (To reinforce best singing tone, hold on vowel sounds.) Let students choose songs and lead the game. . The activities under fermata are similar, though visual.	Have children lead to find their proficiency in leading and understanding of the length of sound.	District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

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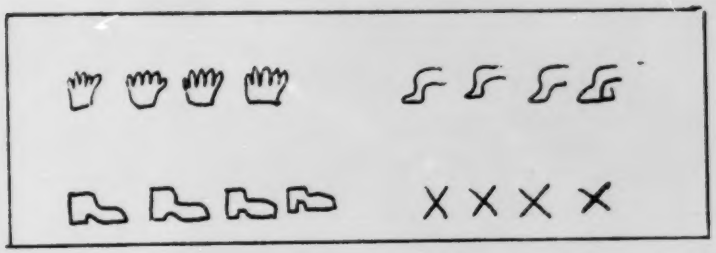
Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.

State Goal	1
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) K - 3	Suggested Monitoring Procedures	Possible Resources
BLANK NOTATION Title: Felt Rhythms Group Size: entire class, small group Materials: Felt board, felt pieces (see pattern sheet) Procedure: . Place the felt pieces on a felt board in groups of four. Have the students "read" the music by doing the motions indicated. clap hands — pat knees stamp foot — rest(silence)  . With young students keep in similar groups of four. As they get older, let students arrange in new orders. . Figures depicting eighth notes can also be made.	Have students perform individually.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Group Size: entire class Materials: song words Procedure: . Choose simple songs with limited note VALUES and indicate sound length by length of line under copy of the words. Oh dear what can the matter be Oh dear what can the matter be Oh dear what can the matter be Johnny so long at the fair. Title: Group Size: entire class Materials: song charts, shapes Procedure: . Make large song charts of the class' favorite songs done in appropriate shapes or shaped pieces. Use large ones for long notes and smaller shapes of the same item or symbol for shorter notes. Materials: moveable pieces (large and small) . Have moveable pieces so students can "build" the songs themselves while they or the class sing. Pieces could be assembled along the chalktray to represent a song.	Give the students a copy of the words for a song they know well which uses only long and short sounds. Leave them space to write the line notation.	"Let's Sing This-a-Way," the Open Court Kindergarten Music Program booklet is an excellent collection of songs in blank notation, which indicate note length as well as pitch up and down. Mary Helen Richards' Experience Charts use lots of activities with Blank Notation and simplified staff notation. District Resources

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Suggested Objective Placement K -3

Student Learning Objective(s) The student is able to relate the length of a sound to visual signs: blank notation., hand gestures, staff notation

State Goal	1
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Stars and Stripes Group Size: entire class, small group Materials: Construction paper, feltboard, felt pieces. Procedure: . Using familiar songs, make a blank notation showing note length. This can be done with construction paper shapes glued to background, or using felt pieces on flannel board, or drawings on chalkboard, ditto sheets, or other media. Example: Use stars for Twinkle, Twinkle, having some of medium size and some of larger. Put the stars over the words to indicate length of sound. ☆ ☆ ☆ ☆ ☆ ☆ ★ Twin - kle Twin - kle lit - tle star . Use small and larger animals to show long and short notes in "Old MacDonald". . Use small and large beds for "Are You Sleeping". . Spoken rhymes, chants, or poems could be done in this same way. Allow one character or symbol for each syllable, just as was done in the above songs.	To check, have a student point each symbol of a chart while singing or saying the song or rhyme.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

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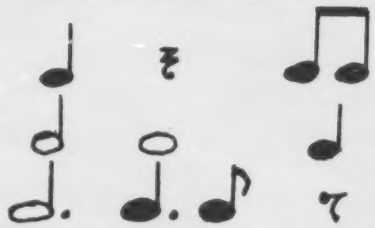
Suggested Objective Placement _____

Student Learning Objective(s) The student is able to relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.

State Goal	1
District Goal	
Program Goal	2,4

Related Area(s) _____

Suggested Activities: Grade(s) K-1 2-3	Suggested Monitoring Procedures	Possible Resources
STAFF NOTATION First grade Second grade Third grade  Use a simplified notation for beginning rhythm work a rhythm shorthand as used in the activities below Title: Learning How It's Done Group Size: entire class, small groups Materials: Paper, crayon, chalkboard Procedure: . Give students a piece of paper and pencil or crayon. As the teacher chants "walk, walk, walk etc." have the students mark on the paper one stroke for each word. Keep movement to the rhythm of the voice. walk, walk, walk, walk, walk, walk, walk, walk .... | | | | | | | | . Continue the chanting and add "hold." Use a circle to represent the hold. Walk, walk, walk, walk, walk, walk, hold. 	The following activities suggest monitoring procedures.	Music teacher in area. District Resources

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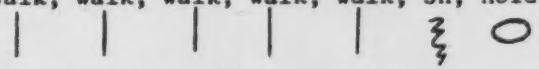
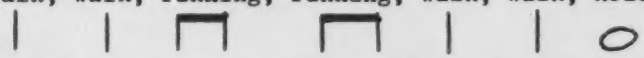
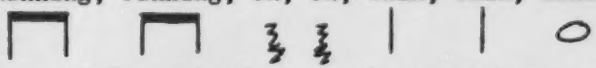
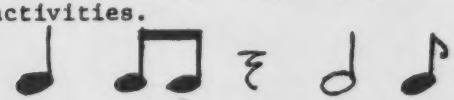
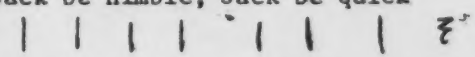
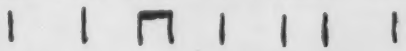
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. Add a "sh" sound in some places and have the students write a wiggely line when they hear it. Walk, walk, walk, walk, walk, sh, hold  Sh, sh, walk, walk, hold, hold. . Add "running" to the other sounds and use tied symbol (⌐¬) Walk, walk, running, running, walk, walk, hold  Running, running, sh, sh, walk, walk, hold.  . By second or third grade the teacher may wish to add the complete note sign, at least for some activities.  . Using this kind of chanting and writing, use rhymes and song words to put into visual signs Example: Jack be nimble, Jack be quick  Jack jump over the candle-stick. 	Make your own test of the rhythm symbols you have taught. Give several patterns for the students to answer by clapping, saying, and then writing.	Mary Helen Richards' Experience Charts and Text District Resources

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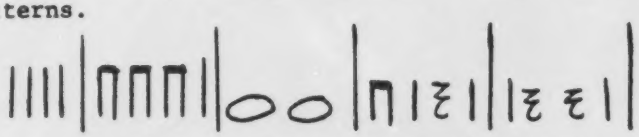
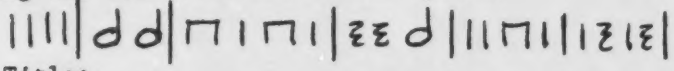
Suggested Objective Placement _____

Student Learning Objective(s) The student is able to relate the length of a sound to visual signs: hand gestures, blank notation, staff notation.

State Goal	1
District Goal	
Program Goal	2,4

Related Area(s) _____

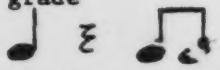
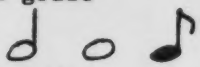
Suggested Activities: Grade(s) K-1 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Copy **Group Size:** entire class **Materials:** chalk, chalkboard, paper, pencil **Procedure:** . Do copy-cat clapping and writing or simple rhythm patterns.  . Put several measures together to make longer pieces. Once the half note and the whole note have been taught, be sure to distinguish between the two by using the stem with the circle symbol. 		
Title: **Group Size:** entire class, small group **Materials:** transparency, projector, song chart **Procedure:** . Find some songs that have the visual indicators you want to use. Have the students "read" or clap the sound length. This could be a song from a book they have, an overhead transparency, or a large song chart. (see sample songs)	This activity monitors itself. Check students to see if they can clap a song.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Only One Kind **Group Size:** entire class **Materials:** songbook, overhead, projector, the class **Procedure:** . For a fun game, choose songs the class knows well and has music for - either text or overhead. Sing only one kind of note, for instance only the quarter notes in the song. The next time sing on the eighth notes in a song, then only half notes. All other notes should sound only inside the head. This is a little tricky, but can be a fun way of checking knowledge and control! Songs to try: Mary Had a Baby, America, Hush Little Baby		District Resources

Student Learning Objective(s) The student is able to read and write standard symbols used to show the length of sounds and silences. (See following objective on writing)

State Goal	1,7
District Goal	
Program Goal	3,4

Related Area(s)

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
. Do some of the activities as above, using traditional standard rhythm signs. Title: Read that Rhythm! Group Size: entire class, small group Materials: songbooks Procedure: . Read rhythms from songbooks, limiting the choices to those which contain only the note values the students have experienced. Ignore songs that have tricky or complicated rhythm places. (a) clap the sound lengths (b) play the rhythm on desk top or other instrument (c) recite aloud. . If you lack student songbooks, make overheads of songs to use. Make a file of good teaching songs for your continual use. Some of the songs in "song samples" may be used for this. Title: Composition Group Size: small groups, pairs, individual Materials: paper, pencils Procedure: . Ask students to make rhythm pieces using traditional notation. Trade copies and read them for each other by clapping, reciting, playing with a sound choice. . Have students make groups of three to practice and play for each other, using their choice of different sound sources, rhythm pieces written by classmates.	Suggested symbols and age groups: First grade  Second grade  Third grade 	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

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Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to write or make symbols to show the duration of sounds and silences in traditional and untraditional notation. (Refer to previous two objectives for related materials.)

State Goal	1,7,10
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
. See activities above which require student writing. Also copy-catting activities. Title: Lines and Sounds Group Size: entire class Materials: paper, markers, chalk, chalkboard song Procedure: . With paper and marker, make lines that coincide with sound lengths you hear in songs. Example: All night, all day, angels watching over me, My Lord. All night, all day, angels watching over me. Title: Composition Group Size: small group Materials: poster paper, construction paper, tape recorder Procedure: . Have students make small groups (3 is good, no more than 5) to work out compositions using non-traditional symbols to represent lengths of sound and silence. They can then play their pieces for the class. Students will need to decide on sounds to use and how to play their piece, how to read the "music." Redo the following designs on 12 x 18 construction paper or large poster paper,* or create something similar for this activity. * (see examples next page and in appendix)	Materials: Use 12 x 18 construction paper or large poster paper for background. (The background may also represent a sound!) Make the symbols with different colors and kinds of papers, felt pens, crayons, cloth or art scraps. It is fun to give the students a 3-D effect, rather than just lines and shapes on a flat page. Both kinds of scores are useful.	District Resources

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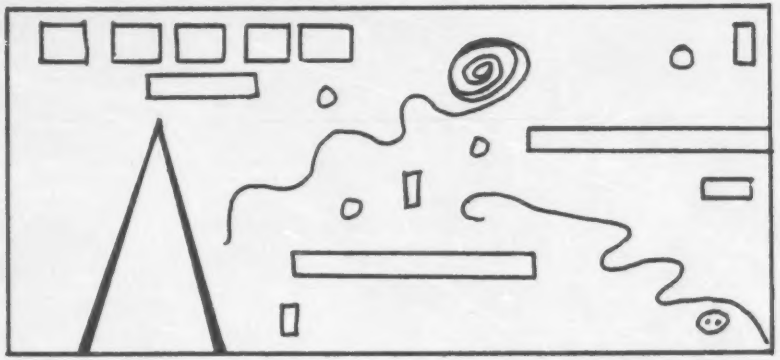
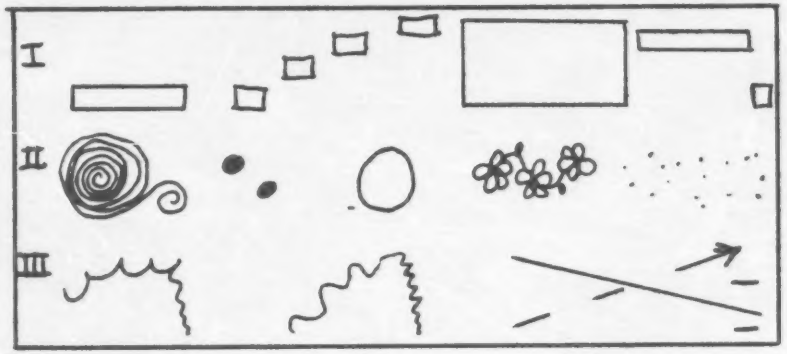
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources





- Give paper and art materials to student groups. Have them create their own music collage to play or trade with other students to perform. Keep a collection of these student projects for use as scores another day.
- Record the performing groups for playback.

District Resources

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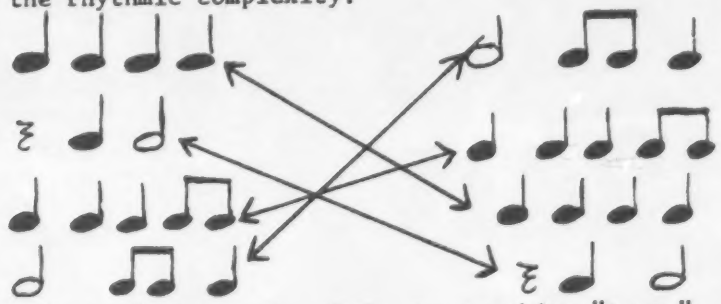
Suggested Objective Placement _____

Student Learning Objective(s) The student is able to distinguish between like and unlike rhythm patterns by eye and ear.

State Goal	1,7,8
District Goal	
Program Goal	1,3,4

Related Area(s) _____

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
BY EYE Title: Match Game "77 Group Size: entire class, small group, individual Materials: overhead, transparency or ditto Procedure: . Make a matching game, on an overhead or ditto, giving sets of patterns for students to match up. Make the patterns shorter and easier for younger students, longer and trickier for older students. Look for recognition of sameness, not understanding of the rhythmic complexity.  . Let the students create their own matching "tests" for others to take.	Activities suggest monitoring procedures	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: Match in the Music
Group Size: entire class, small group
Materials: music texts, overhead transparencies

Procedure:

. Using music texts or overhead transparencies of songs, have students find the lines of a song that have matching rhythm patterns. Put fingers on those that are exactly the same. Do the students see any that are almost exactly alike?

Title: Does it or Doesn't it?
Group Size: entire class, small group, individual
Materials: overhead transparency

Procedure:

. On an overhead, draw sets of rhythm patterns that match and sets that don't match. Have the students identify like and unlike (same and different are better word choices for young students) either orally, by pointing, or by writing. These should start out with short simple patterns and progress to more tricky ones.

District Resources

Title: Match 'em!
Group Size: entire class, small group
Materials: sets of flash cards

Procedure:

. Make a set of "flash cards" with different rhythm patterns. Make two cards for most patterns, so students can match them by manipulating them. Make a game by having 2 sets for 2 teams and see which can match up the quickest. For a quick shuffle for a relay have the person completing the task drop the cards in a scatter on the floor.

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Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to distinguish between like and unlike rhythm patterns by eye and ear.

State Goal	1,7,8
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
Title: Thumbs Up, Thumbs Down Group Size: entire class, small group Materials: flash cards (2 sets of 6) Procedure: . Make a set of flash cards with 12 cards, 6 patterns. A student holds up a card from pile 1; another student holds up a card from pile 2. Audience indicates by "Yea!" and "Hssss" whether the cards match or mis-match. Re-shuffle for each time through. (Use other pre-determined signals if preferred--thumbs up/down.) For a math corrolay, keep the statistics on how often you get matched patterns and how often mis-matched per sets of tries! Make a score-keeping matrix and let 2 students keep count. This could continue on successive days.		District Resources
Title: Group Size: entire class, small groups Materials: finger jello (see recipe in appendix) Procedure: . Make 2 different colors of finger jello. Have student set jello chunks in same and different patterns. Eat the patterns.		

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: **Group Size:** entire class, small groups **Materials:** colored paper, sound sources **Procedure:** . Give students pieces of colored paper. These can be of the same or different sizes. Arrange a rhythm pattern by color and size. Build like and unlike patterns. Play the patterns by clapping or using other sounds. The paper pieces can also indicate length of sound. If the sound must last a while, you cannot use a clap. You will need something that will continue to ring or sound! Build patterns for other students to "play."		District Resources

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Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to distinguish between like and unlike rhythm patterns by eye and ear.

State Goal	1,7,8
District Goal	
Program Goal	1,3,4

Related Area(s)

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources

BY EAR

Title: Name Match
Group Size: entire class, small group
Materials: children's names, chalkboard, chalk

Procedure:

. Check the rhythm patterns of the names in your class. Which names match?

Billy	Marilyn	Tom
Karen	Mary Lou	John
Sandra	Timothy	Todd

Title: Copy-Clapping
Group Size: entire class, small group
Materials: paper, pencil, sound sources

Procedure:

. Copy clap various rhythm patterns; clap pattern 1, pause, then repeat or clap it differently. Use other sounds to "play" matching or unmatching patterns. Let students write yes and no on a paper for what they "hear," or indicate in another way whether what they heard was like or unlike.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Career Education Group Size: entire class, small group Materials: objects that make occupational sounds, tape recorder Procedure: . Listen to occupational sounds for like and unlike sounds. Decide which tools have similar or different sounds: saw, hammer, mixer, blender, hairdryer. . Ask students to bring "occupational sounds." Record them. Try to imitate vocally.		
Title: Rhymes and Rhythms Group Size: entire class, small group Materials: poem books Procedure: . Find rhymes or lines from a poem to recite. Use some that match and some that do not.		
Title: Create-A-Test Group Size: entire class, small group Materials: tape recorder, sound sources, paper Procedure: . Older students might like to make up a "test" for the class to take. Plan the patterns to use, and decide what instruments to use to sound them. When you are ready, record the like and unlike patterns in matched or unmatched pairs. Stop the tape to allow the class to write down the answer in a quick code.		District Resources

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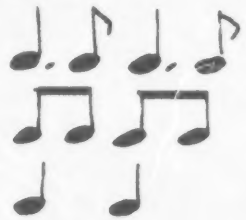
Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to distinguish between steady and bouncy (even and uneven) rhythm patterns.

State Goal	1,2,7
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Moving-Evenly or Unevenly? Group Size: entire class, small group, pairs, individual Materials: songs, sound sources, recordings Procedure: . Have students move to steady or bouncy songs, pieces, or recordings. Find songs that are very regular for walking at an even pace. (see list in appendix: steady beat) . Find songs that insist on a skipping movement. (see list: skipping songs) . If you can play an instrument, make up some very even tunes or rhythms. Contrast them with some skipping pieces. Let the children decide which their body wants to do. If you do not play, find recordings that can do the same thing. (see listening lists)	note to the teacher: rhythm patterns are usually notated as such: skipping running walking 	District Resources
Title: Steady/Bouncy Group Size: pairs Materials: tambourine, drum and stick Procedure: . Give a student a tambourine or a drum and stick. Ask the student to beat a steady beat then change to a bouncy beat. Have another student move to the beat.		

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Copy Clap and Move **Group Size:** entire class, small group **Materials:** sound source **Procedure:** . Clap a steady beat. Have the students copy what you clapped. Clap a skipping rhythm. Have them copy. . Now walk to the beat that is steady, change to skip to the beat that is bouncy. Teach skipping and galloping if students do not have these movements yet.		Granfa Grigs Had A Pig - Tripp Mother Goose Jump rope! Jump for Joy!
Title: Variations on Nursery Rhymes **Group Size:** entire class, small group **Materials:** rhymes **Procedure:** . Use nursery rhymes, jump rope jingles or other chants. Say them first with a steady thythm, then with a bumpy rhythm. Jack and Jill went up the hill To fetch a pail of water. Jack fell down and broke his crown And Jill came tumbling after. Jack and Jill went up the hill To fetch a pail of water. Jack fell down and broke his crown And Jill came tumbling after. . Using the same rhymes you worked out above, move to them as you say them; once even and smooth, the next time skipping and bouncy.		District Resources

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Suggested Objective Placement _____

Student Learning Objective(s) The student is able to show and create rhythm patterns.

State Goal	1,7,10
District Goal	
Program Goal	1-5

Related Area(s) _____

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
Some of the activities above have already given the students a chance to make rhythm patterns of their own. Title: Kits Group Size: entire class, small group, individuals Materials: kit (see pattern page), construction paper, scissors, glue Procedure: . Students may have "kits" containing notes, rests, bars, or whatever symbols have been learned in that grade. They may assemble or "build" rhythm patterns on their desks after the teacher claps or sounds the pattern. (See pattern page in back of guide.) These may be dittoed onto cardtag and cut out by the students to put in their own envelope kits. . Children may cut their own music symbols in any color they choose, and glue patterns or measures onto a construction paper of complimentary color. If more than one pattern is glued to a page, the student will need bar lines to separate them. Title: Make a Game Group Size: small groups Materials: art materials: paper, pencils, felt pens, card tag, crayons, glue, scissors Procedure: . Students should work with one or two other people. Make some rhythm patterns using the rhythm symbols known. (The teacher should list the ones the students are expected to use.) Plan a game using these patterns. Make the game parts needed to play. Use the art materials needed to do this.	Activities contain monitoring procedures.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: The Writing on the Wall
Group Size: entire class
Materials: flash cards, flannel board

Procedure:

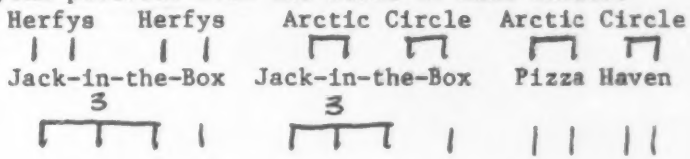
. Do copy clapping of patterns using only single beats (quarter note value) and silences (quarter rest). Have the students write different patterns on the board or with felt pen on a paper wall chart. When a list has been compiled, play the patterns with any sound. Have a contest or a relay. The teacher may want to have the students put these on large flash cards to use for other games to make.

. The students may exchange their symbols for something different. Let oranges be the sound and bananas the silence. Use a flannel board and felt pieces to show the same concept, or cut shapes from paper (fruits, animals, vegetables) and write music with them.

Title: Categories
Group Size: entire class, small group
Materials: butcher paper, pen

Procedure:

. List on butcher paper any subject, such as restaurants, names, colors, cars, vegetables. Devise rhythm patterns from the words to make chants.



District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to show and create rhythm patterns.

State Goal	1,7,10
District Goal	
Program Goal	1-5

Related Area(s) _____

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
Title: Talking Drums Group Size: pairs, entire group Materials: drums, list of patterns Procedure: . Student leader calls on another student to answer a rhythm pattern made on a drum or other sound source. The answerer may repeat the pattern heard or create another one of the same length. . "Talking drum" activities can be changed to suit classroom needs. Have the class decide on rhythm patterns that mean certain phrases. Post the phrases. Have two students "converse" using the phrases. The rest of the class should listen to find if the "talkers" try to fool them. Example: Hello / Hello How are you? / I am fine./I am sick. That's too bad. / Good bye. Title: Perform-a-card Group Size: entire class Materials: cards with rhythm patterns Procedure: . Make 32 cards with rhythm patterns that use the symbols that should be taught to each grade level. (See standard symbols.) You will need one for each student. Seat the students in a circle and give each a card. Let the student conductor point to a player who will perform the pattern with chop sticks, claps, or other "instruments." Another day have students make the cards for use in playing the game or another version of it.		"Talking Drums of West Africa" HBJ Green District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Moving: Rhythm Accent

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. create accents by giving some beats more emphasis than others.	45	1-3					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

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Suggested Objective Placement 1-3

Student Learning Objective(s) Accent: The student is able to create accents by giving some beats more emphasis than other.

State Goal	1,2,9
District Goal	
Program Goal	1,4,5

Related Area(s) Language Arts - Stress and Syllabication

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
Title: Clap an Accent Group Size: entire class Materials: songs Procedure: . Have students clap a steady beat and count. Move the accent or strong beat to any count to make a game. Count continuous sets of 12 and clap louder on the 6th count. Then change to any other number and do again. Then agree on two numbers that will get heavy claps, like 4 and 8. Increase it to three. . Choose any song the students know well. Sing and clap the steady beat lightly as you sing. On the accent, dip or bend the knees or use some other pronounced body movement to indicate the strong beat, such as pointing the elbow. . Decide on two actions. Do the stronger action on the strong beat and the other on the weak beat. Example: $\frac{4}{4}$ CLAP, snap snap snap $\frac{3}{4}$ STAMP swish swish . Choose a song the students and use these actions while singing. What are some others you could do?		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Hut-Two-Three-Four! **Group Size:** entire class, small groups **Materials:** chalkboard, chalk, sound sources **Procedure:** . Count groups of 2's, 3's, and 4's, giving the One count of the group a strong holler. 1 2 3 4, 1 2 3 4, 1 2 3 4, 1 2 3 4 or 1 2 3, 1 2 3, 1 2 3, 1 2 3, 1 2 3, 1 2 3 . Use a clap a lap slap, or some other physical movement with the accent.		"Supercalifragilistic expialidocious" Mary Poppins
Title: Accent on Syllables **Group Size:** entire class, small group **Materials:** list of words (spelling list) **Procedure:** . Clap two syllable words or phrases stressing the strong beat: de-stroy can-dy pea-nuts a-ble gol-ly watch out dis-guise Think of others. Do some with three or four syllables: gen-er-a-tion cour-age-our ba-na-na-split		
Title: Accent on Names **Group Size:** small groups **Materials:** paper, pencil, sound sources **Procedure:** . Get in small groups. Have the students write the names of others in the group. Put accent marks where they belong, then say the names while clapping, stamping, tapping or in some way indicating the accent. Use body movement at the same time. . Accent names on the wrong syllable.		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1

Student Learning Objective(s) Accent: The student is able to create accents by giving some beats more emphasis than other.

State Goal	1,2,9
District Goal	
Program Goal	1,4,5

Related Area(s) Language Arts - Stress and Syllabication

Suggested Activities: Grade(s) 1,2,3

Title:
Group Size: entire class, small group
Materials: songs, word list

Procedure:

. Sing "Yankee Doodle" with a strong sound on the heavy count. Make a word chart that shows this:

Yankee Doodle went to town
A-riding on a pony
Stuck a feather in his hat
And called it Macaroni

For a 3-beat song, try "Did You Ever See a Lassie."

Did you ever see a Lassie
A Lassie A Lassie
Did you ever see a Lassie
Go this way and that?

. Add an instrument on the accented words. March to the song and stamp the accent with the left foot.

Title: Listening to Accent
Group Size: entire class, small group
Materials: recordings, record player

Procedure:

. Play a record or sing a song and have the students sway back and forth to the music. The sway or pendulum will naturally indicate the accent.
(see listening list: waltzing/skating)

. Play a record to listen for accent. Decide if there are strong and weak beats. Some recordings have better, clearer examples of this than others. Find two pieces that contrast--a clear accent, and one that does not show.
(see list: Accents)

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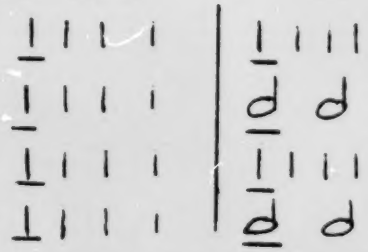
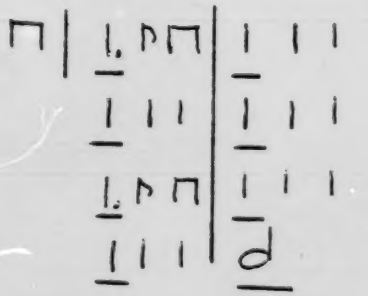
Suggested Monitoring Procedures

Make a rhythm chart that shows this.



Make a rhythm chart.



Possible Resources

District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Group Size: entire class, small group, pairs, individual Materials: jump rope, balls (large and small) Procedure: . Use a jump rope, letting it swing and touch the floor like a pendulum. Sing a song to the motion. Turn the rope to natural body rhythm and think of a song you can sing to that rhythm. The sound of the rope hitting the floor or ground will be the accent, or first beat of a measure. . In Patty Cake games, the accent comes when you hit your partner's hands and the weak beat is when you are clapping your own. Do some rhymes or chants with a patty cake. . Make a circle and bounce a ball on the heavy beat or accent. Try passing the ball on the heavy beat, putting the ball in a neighbor's hands exactly on the accent. Bounce the ball on the one count while you call out the numbers as before. . Use other jump rope jingles, poems, or song words for a similar activity. . For an individual activity use tennis balls.		Jump Rope!
Title: Collage of Accents Group Size: individual Materials: various art materials Procedure: . The students may use a variety of materials to create a pattern of beats. For younger children you will want these to "read" from left to right and vertically; older students may place the beats randomly for a freer effect. Use heavier or longer or larger materials for the accent beat, and other materials for the remainder of the pattern. A single student or entire class may play back the "picture," accenting the stronger elements.		District Resources

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Suggested Objective Placement 1-3

Student Learning Objective(s) Accent: The student is able to create accents by giving some beats more emphasis than other.

State Goal 1,2,9

District Goal

Program Goal 1,4,5

Related Area(s) Language Arts - Stress and Syllabication

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
Title: Heavy and Light Group Size: entire class, small groups Materials: pictures, books Procedure: . Have students make some music of their own, using any kind of symbols they wish to use and indicating heavy/light in some way. Play the music with separate kinds of sounds. Large and small, fruits and vegetables, hands versus feet, or color choice as red and blue could represent heavy and light. . Talk about what makes heavy and light or loud and soft. Think of animals and plants. What things are usually thought of as heavy, as light? How do people show heaviness or lightness: in our bodies, in movement, in pictures? . Make a book or a collection of pictures that illustrate heavy and light. Arrange some of these into "music" and play the music with sounds. For older students, make 2 or 3 arrangements and assign different students to each "piece." Give them a starting count and let them play their different music simultaneously to the same steady beat. Listen for the acdents and the soft places. (see listening list: Heavy/Light)		Horton Hears A Who - Dr. Seuss Horton Hatches the Egg - Dr. Seuss **District Resources**

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Moving: Rhythm Meter

	Page	Suggested Grade Placem	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. organize beats into sets (meter) of twos and threes.	53	1-3					
. determine (interpret) the meaning of meter signatures: 2/4, 3/4, 4/4	57	2-3					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

Suggested Objective Placement 1-3

Student Learning Objective(s) Meter 1: The student is able to organize beats into sets (meter) of twos (includes fours) and threes.

State Goal	1,2
District Goal	
Program Goal	4,5

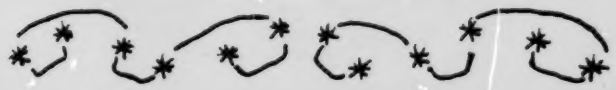
Related Area(s) math (sets)

Suggested Activities: Grade(s) 1,2,3

Title: Set It Up.
Group Size: entire class, small group, pairs, individual
Materials: poster with sets, kits, sticks

Procedure:

- On blackboard, overhead, or paper chart have a series of 12 notes or symbols. Have a student go to board and mark off the series into sets of threes by drawing a long vertical line separating the sets. Have students clap or move to the sets. Go back and put on accent marks, then play again using clapping and/or moving. Repeat with sets of twos.



(use any symbols or pictures to divide)

- Have students make their own sets of 6, 12, 18 etc. note symbols or sticks and give it to a neighbor to divide by bar lines.

Materials: toothpicks, Q-tips, candies.

- Use toothpicks and Q-tips or paper slips. Divide toothpicks into sets of 2's, 3's, or 4's, separate by a Q-tip of other type "bar." Add gumdrops, jelly beans or round wrapped candies for note heads. Play what has been written. Eat the music.

Suggested Monitoring Procedures

Make a ditto sheet with lots of beats. Ask students to divide into sets as indicated.

For older students, include notes of different values.

Teacher note: Music may have many beats in a measure - even 7, 9, 11, 16. Use any size set for practice.

However, all rhythms are divisible by 2 or 3 or a piece may be a combination of rhythms in both 2 and 3:

4/4 is two sets of 2's
6/8 is two sets of 3's
7/8 will be a set of 3 and a set of 4, or a set of 3+2+2.

Possible Resources

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Materials: rhythm kit • Have students use their rhythm kit to create sets of beats divided by bar lines. **Group Size:** individual **Material:** paper, crayons, paint • Have student write, paint, or draw beats in sets. Use a longer line to separate the measures. This can be done with art materials at their seat, on the board or a chart. • Have students clap with the accent (see previous section) as another way or marking off beats into sets. **Title:** Add the Bars **Group Size:** entire class **Materials:** overhead projector, transparency, pen Procedure: • Make a transparency of a song the class knows in either 2, 3, or 4 time without the bar lines. Create the proper meter sets to complete at least one line of the song. Then sing the song while pointing to the beats in the sets. Do the same thing at the board.		District Resources

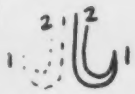
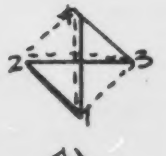
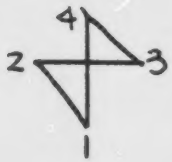
SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-3

Student Learning Objective(s) Meter 1: The student is able to organize beats into sets (meter) of twos (includes fours) and threes.

State Goal	1,2
District Goal	
Program Goal	4,5

Related Area(s) main (sets)

Suggested Activities: Grade(s) 1,2,3	Suggested Monitoring Procedures	Possible Resources
Title: Conduct Yourself Group Size: entire class, small group Materials: chart, chalkboard Procedure: . Demonstrate the conducting pattern traditionally used for 2, 3, and 4. Teach the 2 pattern for K and 1; add the 3 pattern for 2nd, and the 4 pattern by 3rd. Material: chart or blackboard . Count while conducting together. Draw the pattern on the board or a large reuseable chart. Chant while conducting together: 2: out - back  3: down - out - up 4: down - crossover - out-up (both hands) or down - in - out - up (one hand)   	Have a student conduct the class in singing a familiar song. Teacher note: It is easier to teach this "both-handed" than single. If the teacher is demonstrating, he/she must use the "wrong" hand for it to appear correctly to students who will mirror, if working with the single patterns.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. Find recordings of songs or pieces that swing in 2 or 3. Conduct while you listen. For 2's, try both 2 and 4. Does one feel better than the other? (See Listening List: Meter - triple and double)		District Resources

SMALL SCHOOLS PROJECT

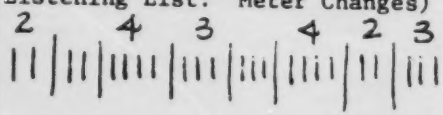
Suggested Objective Placement 2-3

Student Learning Objective(s) Meter 2: The student is able to determine (interpret) the meaning of meter signatures: 2/4, 3/4, 4/4,

Teacher Note: Do not introduce until students have actual music to look at: either a song book or a song on an overhead transparency. Tie to songs that are familiar when you can.

Related Area(s)

State Goal	1,10
District Goal	
Program Goal	4,5

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
The conducting patterns may be introduced under this goal. See Meter I Title: Count 'Em Up Group Size: entire class Materials: song books Procedure: . Look through a song book and count the number of 2/4 signatures you can find. Look for 3/4 and 4/4 when ready to introduce them. Title: Classy Meters Group Size: entire class Materials: class memebers, desks Procedure: . Create sets using people in your class. What can be used for bar lines? What signature can be used? Title: Another Stokowski? Group Size: entire class Materials: songbook, conductor Procedure: . Have a student pick a familiar song from a song text, decide what its time signature is, and conduct the proper pattern while the class sings along.	Have students prepare a time signature test for other students to take. Create different groupings of sets and allow space above for someone to write in the correct meter signature. Modern music can change meter every several measures! (See Listening List: Meter Changes)  	District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Moving: Rhythm Tempo

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. recognize tempo changes within a composition: fast-slow.	61	K-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

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Suggested Objective Placement K-3

Student Learning Objective(s) Tempo : The student is able to recognize tempo changes within a composition -- fast/slow.

State Goal	1,2,10
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) K-1-2-3	Suggested Monitoring Procedures	Possible Resources
Title: Cutups: Fast or Slow Group Size: small groups Materials: magazines, poster board, scissors, glue Procedure: . In small groups have students go through magazines to find pictures that show people and things moving fast and slow. Make a chart organizing pictures into the correct category. Title: Acting: Fast or Slow Group Size: entire class, small group Materials: list of moving objects Procedure: . Act out how it feels to be a car going fast, going slow. Act out other moving things. Make a list of fast and slow movers. Take turns demonstrating what is on the list. Have a student call the items randomly, and then call another's name. Title: Write a Song About .... Group Size: entire class, small group Materials: list of movement activities Procedure: . Make a list of things to do: skiing, sleeping, sailing, talking, walking, etc. Pretend to write a song about each activity on the list. How would a song about skiing go - fast, slow, or medium?	Activities create own monitoring procedures.	District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: Chopsticks
Group Size: entire class, small group, pairs, individuals
Materials: chopsticks, chart with beats, paper, crayons

Procedure:

- Clap out or tap chopsticks to beats that are recorded on a chart. Show beats getting faster and slower.

- Have the students make faster and slower beats of their own with crayon on paper.

Title:
Group Size: entire class, small group
Materials: slow-fast flashcards, recordings

Procedure:

- Play a record or sing a song. Let it go fast or slow. Have students move to the tempo given, and change if it changes. Put a record on a faster speed on the record player, and shift to normal tempo. Move to what is heard.
- Make or have students make flashcards for slow and fast, using the words or some other designation. Play music that is fast, slow, and medium. Sing a song, changing the tempo as the leader changes the card.
- Find a recording of a piece that changes tempo. Have the students put their heads down to listen, holding up their hand if they hear a change in tempo.
  (See list in appendix: Tempo Changes)

Title: Slow Down - Hurry Up
Group Size: entire class
Materials: songs

Procedure:

- Sing a familiar song at its usual tempo. Sing it faster and/or slower than usual. The teacher should conduct the song, changing tempo in the song with the students following correctly as they sing. Have individual students sing a well-known song and change tempos within it as they choose.

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) Tempo: The student is able to recognize tempo changes within a composition -- fast/slow.

State Goal	1,2,10
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) K-1-2-3	Suggested Monitoring Procedures	Possible Resources
Title: Maezel's Metronome Group Size: entire class Materials: metronome Procedure: . Borrow a metronome. Change the beat speed (tempo) several times for the students. Ask the students to tick-tock their arms as they listen to different tempos of the metronome.		
Title: Group Size: entire class, small group Materials: list of ways to move Procedure: . Make a list of ways to move: skip, walk, run, slide. Which are slow tempos and which fast. Sing a song like "Let's Go Walking" or "Jolly Rover." Change the words to use different ways of moving. Change the tempo each time to fit the particular body movement you are singing about. Make the song fit what the body needs to do when it slides, hops, or skips.		District Resources
Title: Play It Fast - Play It Slow Group Size: entire group, small group, pairs, individual Materials: tone bells Procedure: . Set up a scale (either 8-note or pentatonic 5-note) with tone bells. Let a student play an original tune, playing some fast sections and some slow sections.		

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Carnival of the Animals **Group Size:** entire class, small group **Materials:** recording, stereo Procedure: . To strengthen recognition of contrasting tempos play "Carnival of the Animals." Find pictures of the animals in the suite. Talk about how the animals move and listen to the music for each. Does the music tempo fit the animal? Compare two different choices on a day.		Carnival of the Animals - Camille Saint Saens
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Moving·Rhythm Respnding

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
• find rhythm patterns which exist in nature: seasons, waves, rotation of earth, heartbeat, breathing	67	K-3					
• find man-made rhythm patterns around them: buildings, fences, windows, desks, playground equipment, freeway, landscaping.	69	1-2					
• use free bodily movement to interpret music.	71	K-3					
• respond physically to musical rhythm in various patterns of movement: walk, skip, run, gallop.	75	K-3					
• move rhythmically or dance according to patterns of beat, accent, duration, meter, tempo.	77	K-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to find rhythm patterns which exist in nature: seasons, waves, rotation of earth, heartbeat, breathing

State Goal	1,2,4
District Goal	
Program Goal	1,5

Related Area(s) science, art, social studies, health and physical education

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Stop Look and Listen Group Size: entire class Materials: paper, pencil, crayons, Polaroid camera Procedure: . Have the class go for an awareness walk. Listen for rhythms and beats such as students walking, windshield wipers, clocks ticking, traffic light changing, light fixture humming. When the class returns to room, write a story, draw a picture or otherwise record what was observed. . Go for a walk to look for and record visual patterns in nature, with a Polaroid or crayon and pencil sketches: birds flying, growing things, puddles, leaves, clouds.		"Rhythm" HBJ Blue page 54
Title: Rhythm of the Seasons Group Size: entire class Materials: art materials, tagboard Procedure: . Watch for rhythms of nature in weather, waves, wind, rain, seasons. Keep a large chart to record these rhythms with art media. What is the rhythm of a tree or of any other plant on your schoolground? What is the rhythm of your school? Make a piece of art that shows this.		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: **Group Size:** entire class, small group **Materials:** list of ways to move Procedure: . Have the students take turns moving in different ways so that the students can observe other bodies in rhythmic movements: walking, running, galloping, skipping, hopping, sliding. Make a list of ways to move and do them. Choose 4 students. Have them walk one at a time. Do they move in the same way? Is the rhythm different from person to person? **Title:** Beat's Me! **Group Size:** individual **Materials:** stethoscope Procedure: . Emphasize body rhythms. Be aware of active and quiet cycles. Use a stethoscope to hear heartbeats. Show students other places to feel their pulse: temples, neck, wrist. Tap the beat you hear or feel. Does the heart have a steady rhythm? Try different activities or movements. Check the rhythm changes. Run in place and compare to the resting pulse. Listen to breathing. **Title:** Sounds Around **Group Size:** entire class **Materials:** tape recorder Procedure: . Tape environmental sounds. Record long enough to give a good length sample. Listen to what was taped. Some of the sounds may have rhythm. Keep a beat as you listen. The sounds may be random, sounding any time, without a rhythm that is steady.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) The student is able to find man-made rhythm patterns (repeated design) around them: buildings, fences, windows, desks, playground equipment, freeway, landscaping.

State Goal	1,4
District Goal	
Program Goal	1,5

Related Area(s) Design, Art

Suggested Activities: Grade(s) ~~1-2~~	Suggested Monitoring Procedures	Possible Resources
Title: Take a Look Around **Group Size:** entire class, small groups **Materials:** Polaroid, paper, pencils, crayons Procedure: . Have the class go for a walk to look for and record with sketches or Polaroid, any patterns that are man-made or planned (repeated design). . Do the same for the immediate environment, the classroom. Check clothing, textbooks, ventilators, room clock, etc. . Make some art that shows the above. **Title:** Man-made Mural **Group Size:** small groups, pairs, individuals **Materials:** picture magazines Procedure: . Look through magazines for pictures that show rhythm patterns and make a large mural or collage.		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) Movement: The student is able to use free bodily movement to interpret music.

State Goal	1,2
District Goal	
Program Goal	2,5

Related Area(s) Dance, Drama, PE

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Moving Freely Group Size: entire class, small groups Materials: recordings, stereo, listed recordings, listed props. Procedure: . Using recordings and lots of space, encourage free, experimental movement. Find ways to move that feel good. Try different ways: slow, fast, heavy, light, high, middle, low, loud, soft. When the music changes character or becomes different in some noticeable way, change to another movement pattern. . Props help individuals to forget themselves to aid in moving more freely. Use paper streamers, scarves, pieces of yarn, elastic, cotton balls, crepe paper ribbons, any other prop you may think of. Even styrofoam packing materials fall beautifully! Materials: bodies . Dramatize a song or story to move creatively. Be the props needed -- a broom, a tree, a teddy bear, a mirror, a TV set.		Hap Palmer Records "What's So Funny" - HBJ Green **District Resources**

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Circular song **Group Size:** entire class **Materials:** song Procedure: . Using familiar songs, have each person around the circle show another way to move or another pattern to make while singing the song over and over. Change leaders and patterns each time the song begins over. The teacher may initiate this by giving several examples before taking turns. Copy-cat the leader. **Title:** What's It Like To Be ... **Group Size:** small groups **Materials:** songs Procedure: . In small groups, have students work out a movement pattern to a well-known song. Do these for each other in the large group. Add sounds to the movements if appropriate. (see list of examples: What's it Like to Be) **Title:** Move to Words **Group Size:** entire class **Materials:** word list, records Procedure: . Have the class think of adjectives or characteristic ways to move that would give them ideas for moving. Try to imitate the words from the list. lumpy like an elephant bouncy like a kangaroo wiggly stretching floppy curving bumpy smooth shart . Combine two movement words: sharp and slow, loud and low, etc. Build a movement vocabulary in this way. Continue to experiment. Use the vocabulary with records the class has. Be sure to use some pop and contemporary records as well as the "classic" types. Rock is good for total involvement.		**Moving Through the Universe in Bare Feet** District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) Movement: The student is able to use free bodily movement to interpret music.

State Goal	1,2
District Goal	
Program Goal	2,5

Related Area(s) Dance, Drama, PE

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: All Around the Room Group Size: entire class, small group Materials: movement records Procedure: . Play a record and ask students to move one or more body parts as they listen -- shoulder, elbow, foot, or call out the part to be moved. . Have students decide on one part of body to move while moving from place to place. Use a record, song, or instruments. Encourage movement at different levels and in different directions. . Move from place to place using total body movement.		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

Student Learning Objective(s) Movement: The student is able to respond physically to musical rhythm in various patterns of movement: walk, skip, run, gallop, slide, hop, jump, creep, crawl, roll,

State Goal	1,2
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Move It Group Size: entire class, small group Materials: songs, records Procedure: . Have students move to different songs and records. . Use songs that will lend themselves to a particular rhythm. . Use songs that can change rhythm, movement and tempo to fit various body rhythms. (See list: change tempo/ can change tempo) . Use records that will give a variety of movement possibilities. (See list: assorted topics) . Use records that are designed to offer different movement experiences. (See list: movement records)	Activities suggest own monitoring procedures.	
Title: Move Big, Small, Low, Tall Group Size: entire class, small groups Materials: drum, sound sources Procedure: . By changing the size of the space student moves in, encourage change in patterns or movement from large to small, and to various levels of high, medium and low. Use a drum or other percussion instrument to beat out different rhythms for movement.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: Move to Nursery Rhymes
Group Size: entire class, small groups
Materials: nursery rhymes, poems

Procedure:

- Chant nursery rhymes, poems and rope jingles that the class knows. Change the way they are recited so that it changes the way the class must move.

Jack and Jill went up the hill

walk: | | | | | | |

skip: |. ⌐ |. ⌐ |. ⌐ |.

run: ⌐¬ ⌐¬ ⌐¬ ⌐

slide: ♂ | ♂ | ♂ | ♂

march: | | | | | | |

Title: Do It Yourself
Group Size: entire class, small group
Materials:

Procedure:

- Create chants that use the particular movement you wish to experience. Fit the movement of your body to that chant. Be sure to have an open space where everyone can really move and feel free.

  Example: Bouncing, bouncing, gallop away
  Bouncing, bouncing, galloping gay.

Jump Rope!
Granfa Grigs Had a Pig

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-3

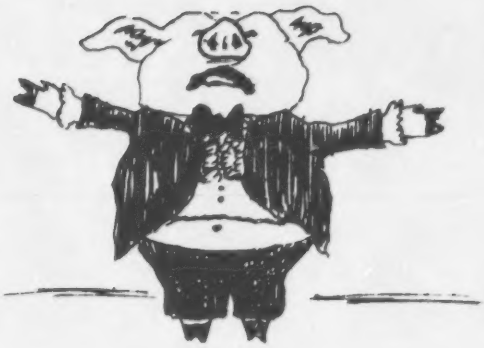
Student Learning Objective(s) Movement: The student is able to move rhymically or dance according to patterns of beat, accent, duration, meter, tempo.

State Goal	1,2,7
District Goal	
Program Goal	1,2,4,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: BEAT Materials: recordings, stereo Procedure: . Have students keep a steady beat. Students may walk, creep, march, bend or run in a steady fashion. Title: ACCENT Materials: recordings, stereo Procedure: . The teacher should choose a record which allows the students to hear the accent easily. Students should be asked to make some movement only on the accented beat. (waltz, march) Title: DURATION Materials: recordings, stereo, large/small feet Procedure: . The teacher asks the students to listen to the length of notes: long, short, quick or held. Students experiment to music. . Hold up foot patterns indicating the type of footsteps the students should take. A large foot indicates large, long steps while a small foot indicates running steps. . Use colors to indicate duration. (Green-long; Red-short)	Think of this as a review or culminating activity for the rhythm section. In a large space (multi-purpose room) use a record player and several well chosen records. Ask the students to move to the elements you choose. They may move in any way as long as they meet the primary requirements.	See specific sections of this book. District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: METER **Materials:** recordings, stereo Procedure: . Students should be instructed to move in sets. Move with freedom. Example: $\frac{4}{4}$ HEAVY light light light **Title:** TEMPO **Materials:** recordings, stereo Procedure: . Move to a piece that changes tempo. Change with the piece.		District Resources



SINGING

Melody

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Singing (Melody) Melody

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the characteristics of melody: melodies go up and down, stay the same, jump or skip.	81	2-3					
The student is able to:							
. sing one verse of a variety of songs.	85	1-3					
. discriminate between many-voiced and single-voiced texture	87	1-3					
. sing or play melodies that are designed to go together: rounds, canons, partner songs, descant, ostinato.	91	K-1-2-3					
. distinguish like and unlike tune patterns by eye and ear.	89						
. create original words for familiar tunes.	93	K-3					
. create an accompaniment for a song: instrument, percussion, rhythm, ostinato, chants (see Chords).	95						
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

SMALL SCHOOLS PROJECT

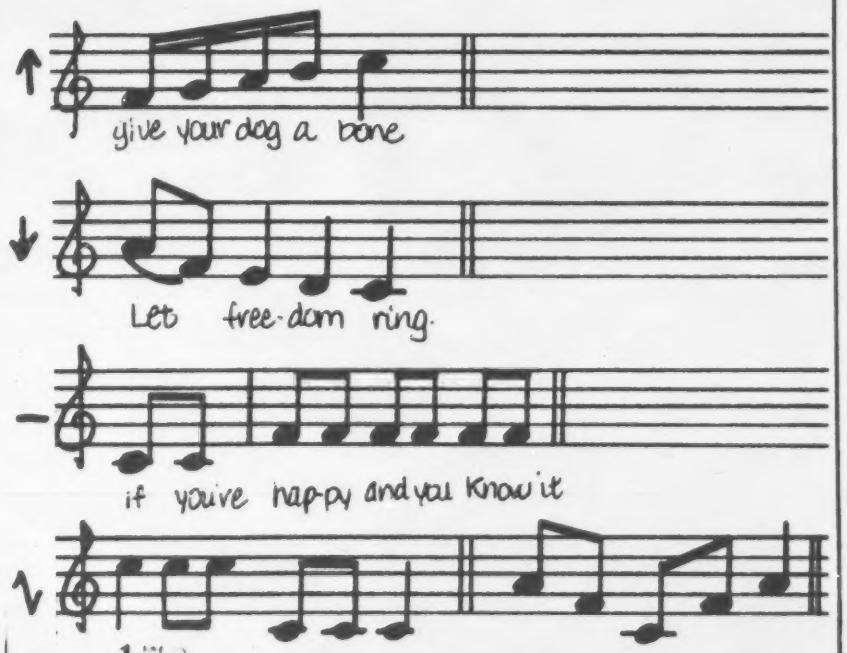
Suggested Objective Placement 2-3

Student Learning Objective(s) The student knows the characteristics of melodies: up and down, stay the same, jump or skip.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Up, Down, Same, Jump Group Size: entire class, small groups Materials: textbook, transparencies Procedure: . Using a textbook or an overhead transparency, point out a song that shows each of these characteristics. Preferably it should be a song that the students already know or are learning. If the class has songbooks, ask the students to find other songs which show the same characteristics. See sample songs.	Activity suggests monitoring procedures.	Songbook listings District Resources



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Act the Part **Group Size:** entire class, small group **Materials:** plastic staff Procedure: . Have the students act out the up and down, jump or skip or staying the same of the melody. . Use the plastic staff to have students stand on or walk the patterns they find in a song; up and down, staying the same, jumping and skipping. (The plastic staff is a large piece of plastic with five lines taped on to it to simulate a staff. It can be used to let the students lay upon and curl up as if noteheads.) . This same idea could be carried out with a set of five lines painted on the schoolroom or hall floor. Use the students as notes or make large notes of paper or cardtag.	Activity suggests monitoring procedures.	District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student knows the characteristics of melodies: up and down, stay the same, jump or skip.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Build it - Play it Group Size: entire class, small group, pairs, individuals Materials: staff sheet, kit Procedure: . Use the staff sheet and "kit." (See patterns in back.) Have the class build the patterns they find in songs. Stemless notes may be used. . The above patterns may be played on tone bells, piano or pitched instrument. Set up the needed bells in proper order for playing. Make a chart that shows the pattern that children can fit. (See first page of this objective) . Show several students where to play that pattern on the piano. They will teach others. They may also be taught on songflute or xylophone.		District Resources

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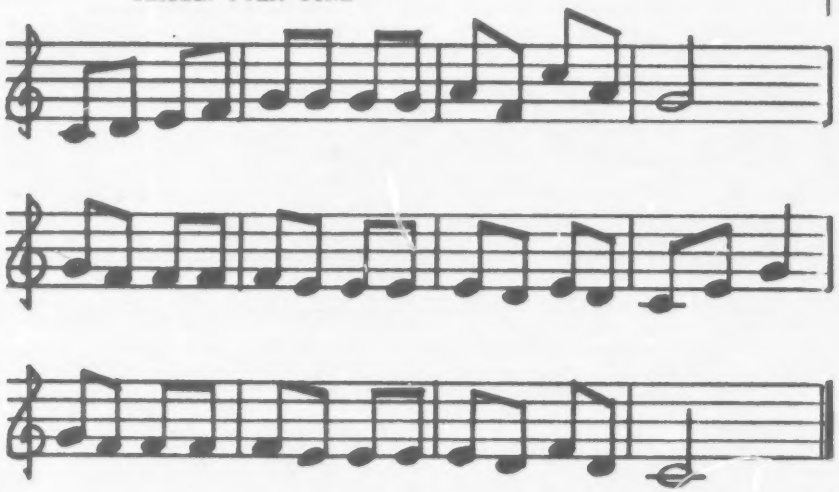
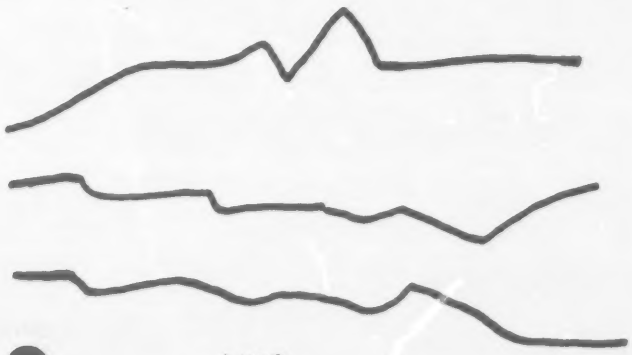
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Contour Drawing **Group Size:** entire class, small group, pairs, individual **Materials:** transparency, song, paper, pencil Procedure: . Do melody contour drawing, using a song the class knows or has in print that will show direction and characteristics of melody. GERMAN FOLK TUNE  	Using a transparency have students draw the contour of the melody individually at their seats.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to sing one verse of a variety of songs.

State Goal	1,10
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
Title: How Many Can You Name? Group Size: entire class in two groups Materials: chalkboard, chalk Procedure: . Students should and probably will know about 30 songs in a year's time. Think of games or contests that will help them review the songs that they have been singing. Example: Make two teams or divide the room in half. A person thinking of a song may raise his/her hand and sing that song. Make a list. Take turns from team to team until the students run out of ideas. Leave the list a few days in case the students think of other ideas. This may include songs not learned in class, providing the students can sing one verse. Allow popular songs also. Note to teachers: Keep your own list as the year goes along to see how many new and how many review songs you actually teach.	Activities suggest monitoring procedures.	District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: It's in the Bag Group Size: small groups Materials: props needed for songs Procedure: . Divide the class into small groups. Give each group a sack that contains props to help them act out a song that they know. After giving some rehearsal time let the groups perform their play and sing the song. Example: "Are You Sleeping?" nightgown, bells . Make books to use to show the students as they sing songs. Example: "This Old Man" pages indicating numbers on what the Old Man played "Knick-Knack."		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to discriminate between many-voiced and single-voiced texture or sound.

State Goal	1,10
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
Title: Textures Group Size: entire class Materials: recordings, stereo Procedure: . Use examples of television shows or recordings to give examples of many-voiced and single-voiced texture for listening. These could be single voice with background accompaniment of several voices; a group of voices with group accompaniment; a solo instrument with group accompaniment; or complete group sound as in chorus and orchestra. Talk about the solo sound and the group sound. Listen for both kinds. See list: Listening solo/many-voiced	Play various kinds of recordings and have children raise one finger or all fingers according to what they hear.	Popular records
Title: Collage of Sound Group Size: small group, individual Materials: art materials: cotton balls, q-tips, glue, fabric Procedure: . Have students make a collage using many textues, some heavy some light. Perform the collage as music.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to distinguish like and unlike tune patterns by eye and ear.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
BY EYE Title: Matching Lines Group Size: entire class Materials: transparency, chart Procedure: . Show the students matching tune patterns in a printed book, chart or overhead. Examples: Lines 1 & 2 alike: Old MacDonald Lines 1 & 3 alike: Skip To My Lou Lines 1 & 4 alike: Eensy Weensy Spider Lines 2 & 4 alike: Oh Susanna Lines almost alike: If you're Happy and You Know It . Have the students frame like lines with their fingers.	Activities suggest monitoring procedures.	
Title: Find More Matches Group Size: entire class, individual Materials: songbooks, transparency Procedure: . If students have songbooks, let them look for a song that has some matching lines. When they find one, they can call page number and see who finds their matches first. Change the game to find unmatched lines. . Describe an entire song as: "Lines 2 and 4 are the same and lines 2 and 3 are different."		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
BY EAR Title: Same/Different Group Size: entire class in groups Materials: tone bells, piano Procedure: . Set up tone bells, piano or other instrument to play a short tune. After playing the tune, pause and play the same or different tune. Have the students call same or different. . Make teams. Give one person the chance to answer for that team.	Activity suggests monitoring procedures.	District Resources

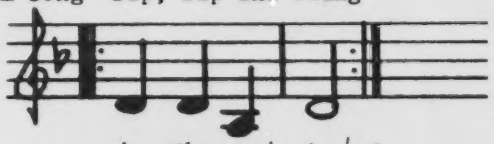
SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to sing or play melodies that go together: rounds, partner songs, ostinato, (chant K-1, sung 2-3)

State Goal	1
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) K-1 2-3	Suggested Monitoring Procedures	Possible Resources
(see also rhythm ostinati) Title: Sing an Ostinato Group Size: entire class Materials: song, ostinato, accompaniment Procedure: . An ostinato chant may be made for any song. Students should experience spoken chants with familiar songs before singing chants. Ostinato may be homemade or taken directly from the song. Examples: Directly from song "Dip, Dip and Swing"  Dip Dip and Swing Home-made "I'm Goin' to Leave" Clip-clop clip-clop . Know the song well before adding the ostinato, so both parts will keep going. If there are two adults or teachers present, have a leader for each part.	Assign the ostinato to a small group of students. Watch this group for performance abilities.	

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Round and Round Group Size: entire class Materials: songs, rounds (see list) Procedure: . Have the class sing rounds . Teach the round line by line, singing one line to the students, having them repeat that line. After the students are well acquainted with each line, divide the group into the number of parts needed for the round. Before singing as a round, assign one line to each group asking them to repeat the assigned line. Add lines until all lines are being repeated. Sing in a round. . Sing partner songs.	Activity suggests monitoring procedures.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to create original words to familiar tunes.

State Goal	1,4,7
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: The Class' Song Group Size: entire class, small groups Materials: song tune, blackboard, chalk Procedure: . Have the students write songs from experiences or events that occur in the classroom. Use a tune everyone knows. Group - write the words. Example: to "Are You Sleeping?" "We went walking, we went stalking to the zoo, through the zoo We saw lots of cats there And we saw some rats there and birds, too. And birds, too." Title: Add A Verse Group Size: entire class, small group Materials: changing verse songs (see list) Procedure: . Use songs that allow for changing verses or creating additional ones to add or create verses.	Have the students write their own songs.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to create an accompaniment for a song: instrument, percussion, rhythm, ostinato chants.

State Goal	1,7
District Goal	
Program Goal	2,3,4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Accompaniment Group Size: entire group, small groups Materials: sound box Procedure: . Using well-known songs, create any type of accompaniment. An accompaniment can be created for any song. Decide what kind of song it is and what accompaniment would fit with it. Choose a sound and try out your idea. Do you like it? Does it work? Would you change it? Is it too loud? Too soft? . After you have something you like, find a way to write it down so other people can play it. . When the group has had experience doing this together, let small groups form to choose a song and plan an accompaniment. Let them perform for the class. Have them write their music. (See section on chords)		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Singing: Melody Pitch

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. the way pitch is organized: large to small, left to right, up and down, high-middle-low.	99						
. pitch is indicated by letter names: the musical alphabet.	105						
. pitches are placed on a staff of lines and spaces.	109						
The student is able to:							
. distinguish between higher and lower pitches by eye and ear.	111						
. to use indefinite pitch in music: percussion sound, electronic sounds, environmental sounds	113						
. alter pitch by making adjustments	119						
. alter the voice by making adjustments	121						
. devise a system of notation indicating pitch.	123						
. match desired pitch with voice.	125	1-3					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows the way pitch is organized: large to small, left to right, up and down, high-middle-low.

State Goal	1,4
District Goal	
Program Goal	2,4,5

Related Area(s) Science

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
LARGE TO SMALL Title: Large/Small Group Size: entire class Materials: sound sources Procedure: . Find or collect things that will vary in size giving a different pitch when struck or hit. Examples: nest of mixing bowls, various sizes of flower pots, pieces of board, chimes or metal or glass tubes. Use other things that will show the concept large-is-low-and-little-is-high. Title: Tin Can Alley Group Size: entire class, small group Materials: tin cans, glasses, bottles, spikes, nails Procedure: . Experiment with tin cans of various sizes. It may be hard to get an accurate scale, but it is possible to find a range of sounds and pitches. The fatness or thinness of the can will affect the pitch as well as the height. . Water glasses, pop bottles or other bottles may have various amounts of water in them and can be tuned to play from low to high. It is the column of air that is sounding, so a little water leaves lots of air and will be a low sound. Lots of water leaves little air and will be a high sound. . Railroad spikes and nails may be hung on strings and arranged to play from low to high.	Show students pictures of items that are large and small. Ask them to determine which ones would sound low/high.	Musical Instrument Recipe Book District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Tone Bell Scramble **Group Size:** entire class, small group **Materials:** tone bells Procedure: . In tone bell sets, the long bells are low and the short ones are high. The same is true with a xylophone. Scramble the tone bells. Give one per student and allow the group to keep sounding the bells and moving to arrange themselves from low to high. Have students check themselves by measuring the length of the bells. **Title:** Instruments Large and Small **Group Size:** entire class **Materials:** instruments or pictures of instruments Procedure: . Demonstrate or ask an instrumental teacher to demonstrate instrument sizes to show the concept big = low and little = high. Contrast string bass or cello to violin or viola. Use all four instruments or a picture of a string quartet to show the related sizes. Also show the tuba to trumpet, flute to piccolo.	Activity suggests monitoring procedures.	
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows the way pitch is organized: large to small, left to right, up and down, high-middle-low.

State Goal	1,4
District Goal	
Program Goal	2,4,5

Related Area(s) Science

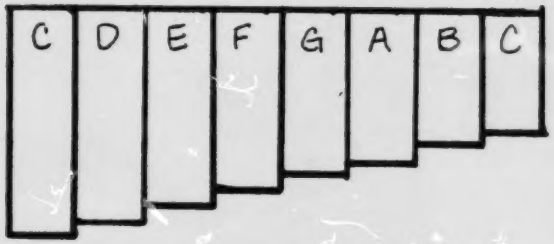
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
LEFT TO RIGHT Title: Left - Right Group Size: entire class, small group Materials: bowls, glasses, nails Procedure: . Observe that in the above activities bowls, glasses and nails are arranged from left to right from low to high. Be sure that these are sitting in front of the class as a whole so that the left-right sequence is observable by the students. The instruments should be "played" from the class side so that the student is playing from left to right/low to high. Materials: autoharp, piano . Use an autoharp turned to stand on end. Pluck strings from thick to thin, from left to right to show low to high. If possible open the front of an upright piano to show the same idea with the piano strings. . Play the piano keys from low to high. This is left to right.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: Organization
Group Size: entire class, small groups
Materials: tone bells, chart, books, blocks

Procedure:

. Organize bells by letter name from low C to high C. Make a chart that shows the music alphabet moving from left to right, just as does the regular alphabet.



. Make or build a stairstep for bells to show left to right, low to high. Students may do this by piling books or blocks or packages of paper. Arrange the bells on the steps from left to right, low to high, C to C.

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District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows the way pitch is organized: large to small, left to right, up and down, high-middle-low.

State Goal	1,4
District Goal	
Program Goal	2,4,5

Related Area(s) Science

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
UP AND DOWN Title: Up and Down the Staircase Group Size: entire class Materials: tone bells, books, songs Procedure: . Build a stairstep for the bells. Notice that as the melody rises it goes up the stairs and as it falls it goes down. . Find places in songs where the notes go up and down. Arrange the bells in proper order. Play the songs going up and down the staircase. . Sing the entire song. Have students play the bells when the song goes up or down. (See list: Up and down. Scale) Title: Staff Movement Group Size: small groups Materials: plastic staff, kits Procedure: . Have the students move in up and down motions on the plastic staff by lining up several students in the order of the notes in a song. . Have students move notes up and down on the staff using the note kits. Title: Moving Up and Down Group Size: entire class Materials: song list: up and down Procedure: . Listen to songs that use upward and downward movement. As the notes move up, ask students to move their hands up. As they move down, lower the hands.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

215

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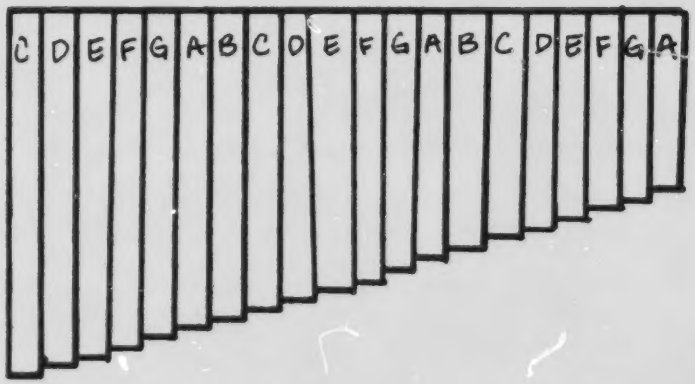
SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that pitch is indicated by letter names: the musical alphabet.

State Goal	1,10
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Tone Shapes Group Size: entire class, small groups Materials: tone bells, chart Procedure: . Make a chart with shapes traced from tone bells. If the class owns a 25-bell set, use low G up through high G, or in a 20-bell set, use middle C through high G. Put the letter names on the chart. Have the students match tone bells with the letter shape on the chart.  . Play through the set in order, listening to pitches and naming them.	This activity suggests monitoring procedures.	District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Tone Bell Replacement **Group Size:** small groups **Materials:** tone bells, Orff instruments Procedure: . Remove all tone bells from the case and have students replace in proper order. Some sets are built to fit the space; if you have a set that is not, students can use the chart above for self help. . Orff instruments should be used similarly if the class has them. Remove the keys and have the students replace them in order. For xylophones, which are not removeable have the students name and strike them in order from left to right. . Always have students play through, listening and naming the notes.	Activities suggest monitoring procedures.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that pitch is indicated by letter names: the musical alphabet.

State Goal	1,10
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Singing the ABC's Group Size: entire class, small group Materials: song sheet, drum Procedure: . Have students sing "The ABC Song" stopping the song with their hands when reaching "G". (see song samples) . Have the students move to rhythm patterns played on a drum. The drummer suddenly stops and plays a bell or some other pre-planned cue. The students then sing "A-B-C-D-E-F-G." Game continues with changing rhythms. . Devise an "A-G" song chant similar to the game song Bingo. Leave a letter off of the song each time substituting it with a clap. (shown by X) Example: ABCDEFG XBCDEFG XXCDEFG XXXDEFG XXXXEFG XXXXXFG	Watch students to be sure that they understand that the musical alphabet stops long before the letter alphabet.	District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that pitches are placed on a staff of lines and spaces.

State Goal	1,10
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Meet the Staff Group Size: entire class Materials: songs on charts Procedure: . Give the students an opportunity to see songs on the staff. Use books, transparencies or large song charts with songs the students know. Title: Make a Staff Group Size: entire class Materials: paper, pencil, ruler, kits, chalkboard Procedure: . Give the student a sheet of paper for making a staff. Use rulers for spaces and line drawing. Draw five lines the width of the ruler apart. Use circles for notes or the "kit." The bottom line is E; write E on that line. The top line is F; write F on that line. Have students fill in the misical alphabet from bottom to top without leaving out any line or space. Have students check with neighbors to see if they are correct. . The teacher can call out a letter name and the class puts that note in the right place. A student at the front could be doing the same thing on chalkboard or flannel board. Students will discover that they have two E's and F's. Let them use either, or call them by high E or F or low E or F.	Activities suggest monitoring procedures.	District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Artistic Staff **Group Size:** individual **Materials:** art materials listed Procedure: . An art project: Have students see how many ways they can make a staff. On any background use glue and sprinkles, tape, rubber bands, cloth strips, paper strips, yarn, sticks or twigs. Provide materials and see if the students can make combinations different from the others. Use the new staff to play some games with notes.		
Title: Name the Notes **Group Size:** individual **Materials:** songbooks, staff Procedure: . Let the students pick an easy song in the songbook that has all its notes between the bottom and top line. On a piece of paper, name the notes by letter, using the staff to find the right "name."		
Title: Spelling Lesson **Group Size:** entire class **Materials:** list Procedure: . Use notes for spelling words: cage, gab, egg, dad, face, age, baggage, cabbage, bag, ace... . On the painted staff or drop cloth, use bodies to spell words. Some bodies will be space notes and some line notes. . Write a story using notes for the letters A through G.	Have students have a contest to see who can discover the most words using A-G.	District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to distinguish between higher and lower pitches by eye, by ear.

State Goal	1,10
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
BY EYE: Title: Call Out Group Size: entire class Materials: staff, chalkboard, chalk Procedure: . Draw a number of short staves on the chalkboard using a staff lines. Call "high, middle or low." Have students place the notes on the staff as they are called. Title: See Them High, See Them Low Group Size: entire class, individual Materials: songbooks Procedure: . Have students decide which notes are high and low notes. Then in a songbook pick a song and count the number of high and low notes. Have students exchange their work.	Activities suggest monitoring procedures.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
BY EAR Title: Sounds in the Room Group Size: entire class, small groups Materials: objects about the room Procedure: . Using different objects around the room, strike for sound and let the students decide if the sound is high or low. Desks, chairs, rulers for wood sounds; heater, window sills, legs or chairs or desks, staples, book ends and faucets for metal sounds; windows for glass sounds. Choose any pair of sounds around the room and compare for high and low. Use different strikers: wood on wood, wood on metal, metal on metal, metal on glass. Title: Bend and Stretch Group Size: entire class Materials: tone bells Procedure: . Play high and low pitches with piano or tone bells. Have students crouch for low sounds, and stretch tall for high. If the differences are great it will be easier. The closer the sounds the more difficult it will be.	Activities suggest monitoring procedures.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to use indefinite pitch in music: percussion, electronic and environmental sounds.

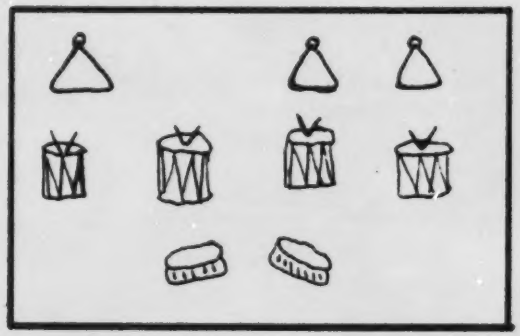
State Goal 1

District Goal

Program Goal 1,3,4,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
PERCUSSION Title: Play Along Group Size: entire class, small groups Materials: sound sources Procedure: . Make a collection of sound sources: triangle, sticks, tambourine, tone bells, jingle bells, cymbals, whistle, xylophone, drum and shaker. Pass the instruments around allowing each child to play each instrument. Decide which instrument makes a note and which does not. (A bell set or xylophone are percussion because they are struck. They have a definite pitch. Many percussion sounds are non-pitched.) . Sing a song or play a record. Have the children play along with any unpitched instrument.	Have students name the instruments as they are passed around the group.	Hap Palmer: Homemade Band
		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Draw the Music **Group Size:** entire class, small groups **Materials:** butcher paper, felt pens, percussion instruments Procedure: . On a large sheet of butcher paper use felt pen to draw pictures of the percussion instruments the class owns. Make a piece of music by drawing the instruments that the students want to play. If they want two kinds to play at the same time, they will need to be drawn together. If they are to play "solo" they will be drawn alone. Have a leader point to the music. This can change with each person who points to the page.  (See other examples in appendix)	Activity suggests monitoring procedures.	District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to use indefinite pitch in music: percussion, electronic and environmental sounds.

State Goal	1
District Goal	
Program Goal	1,3,4,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Hit, Rub, Shake, or Scrape Group Size: entire class, small group Materials: sound sources Procedure: . Make a large collection of different percussion sounds. Use the room collection or ask students to bring instruments which make sounds. Divide the instruments into categories: things to hit, rub, shake or scrape. . Decide how to move for each category: march to strikers, sway to shakers, wiggle shoulders for scrapers. Play a piece moving as decided. Have a conductor direct the activity.	Watch students as they move to the strikers, scrapers and shakers for proper cues.	
Title: Write On Group Size: small groups Materials: paper, pencil, percussion instruments Procedure: . Form groups of 3-4. Ask students to create a one-minute composition with percussion instruments. Play for the class. Have students find a way to write their music.		District Resources
Title: Pass Around Group Size: small groups Materials: percussion instruments Procedure: . Have students compose a four bar rhythm pattern. In a circle have students play the pattern using different percussion instruments. Rest two measures while passing the instruments around the circle. Repeat. . Do the above pattern with music.		

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
ELECTRONIC Title: Exploration Group Size: small groups, pairs, individual Materials: reel to reel tape recorder, sound sources Procedure: . Do sound exploration with a reel to reel tape recorder. Demonstrate to students how to use a tape recorder to record any sound. Rewind and play the sound back as recorded. Rewind and play the sound at other speeds on the machine. Set up an exploration corner where there is a tape recorder and microphone and several sound sources. Have students experiment bringing some special sounds from home. Title: Percussion and Electronic Combination Group Size: small group Materials: percussion, tape recorder Procedure: . Make an electronic piece to play with percussion sounds and add the electronic sounds that have been recorded.	Activities suggest monitoring procedures.	See Electronic Music Listening
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to use indefinite pitch in music: percussion, electronic and environmental sounds.

State Goal 1

District Goal

Program Goal 1,3,4,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
ENVIRONMENT Title: Group Size: small groups Materials: tape recroder, environmental sounds Procedure: . Record sounds in the environment, at school and at home (crickets, telephone, cat purring, coffee pot, tractor, tools, dishwasher, door slamming, washer/dryer). Listen to these sounds. Plan a piece that will use these sounds. Title: Sound Stories Group Size: entire class, small groups Materials: environmental sounds Procedure: . Create sound stories by a sequence of sounds to tell the events. The story will have no words. Choose a title and make the sound story that tells about the title: A Space Trip, The Haunted House, A Winter Storm, A Trip to the Zoo....	Activities suggest monitoring procedures.	Sound Stories District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Imitation **Group Size:** entire class, small group **Materials:** list of sounds Procedure: . Have students make a list of the sounds heard anywhere, anytime. Try to imitate these sounds with the voice or other sound sources found. Use these imitations to play a piece. **Title:** Strike, Shake, Scrape, Blow and Pluck **Group Size:** entire class **Materials:** instruments Procedure: . Use strike, shake, scrape, blow and pluck for categories. Choose an environmental sound for each of the five groups. The conductor will direct the music by holding up 1, 2, 3, 4 or 5 fingers. If the conductor holds up a thumb, group 1 will play, if the thumb and middle finger, group 1 and 3 will play, if all 5, everyone will play together. The conductor may also write the numbers on the board, then point to the number or combinations wanted.		District Resources

SMALL SCHOOLS PROJECT

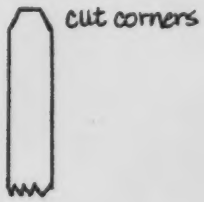
Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to alter pitch by making adjustments.

State Goal	1
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Board and Line Group Size: small groups Materials: board, nails, rubber bands, string, fishline, eye screws Procedure: . Put several nails on a board in a row. Put a rubber band on the first two nails and pluck. Then stretch to each other nail and pluck again. The looser the rubber band the lower, the tighter, the higher. Experiment with other arrangements of rubber band boards. . Use string around nails and find a way to gradually tighten. . Use fish line fastened with eye screws. Tighten. Title: Loosen - Tighten Group Size: small groups Materials: string instruments Procedure: . Bring a guitar or other string instrument. Loosen one peg and strum. Tighten gradually and keep strumming. Pitch gets high as the string gets tighter, or lower as the string gets looser.	Activities suggest monitoring procedures.	The Musical Instrument Recipe Book District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Glass Harmonica Group Size: small groups Materials: goblets, water Procedure: . Find four or five wine glasses or goblets with stems. Fill with different levels of water and strike with a spoon. Leave one glass empty to strike with the others. Rub the top rim rapidly with moistened finger. If done correctly, this produces a ringing sound and each glass will have a different pitch; adding water will lower the pitch. Title: Straw Flute Group Size: small groups, pairs Materials: plastic straw Procedure: . Cut the corners of plastic straw so that it will make a sound. As the students blow through the straw cut off the bottom of it. The pitch will get higher as the straw is shortened. 		Music for Glass Harmonica Churchill Winds - Film
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to alter the voice by making adjustments.

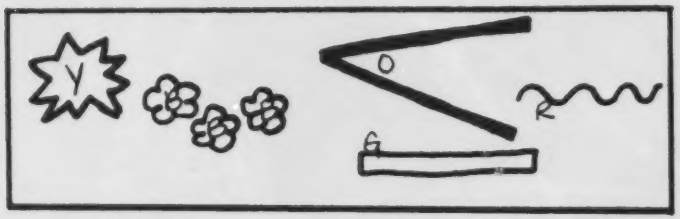
State Goal	1
District Goal	
Program Goal	1,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: Felt Sounds
Group Size: entire class, small group
Materials: felt board, felt pieces in different colors/shapes (see patterns in back)

Procedure:
. Place felt pieces on board moving from left to right. Direct the students in saying the names in relation to the shape.



Y = Yellow say YELL - ow!
B = Blue say BLUE! (short)
O = Orange say OorrAANNGGEE (get louder)
G = Green say GREEEEEEEEEEEEEN
R = Red say Reeeeeeeeeeeeeeeeeeed!

Title: What the Picture Says
Group Size: entire class
Materials: pictures

Procedure:
. Show students pictures of animals or things. Ask them to imitate the sounds made by the object in the picture.
Example: Dogs
bow-wow - eeeyow - grrrr - whine ...

District Resources

250

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Vocal Slurs **Group Size:** entire class **Materials:** voice Procedure: . Have students experiment with different ways to alter vocal sounds. Practice imitating police sirens, falling objects or other sounds.		District Resources

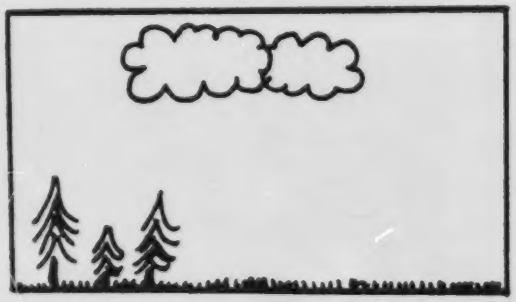
SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to devise, make or create a system of notation indicating pitch.

State Goal	1,7,10
District Goal	
Program Goal	3,4,5

Related Area(s) _____

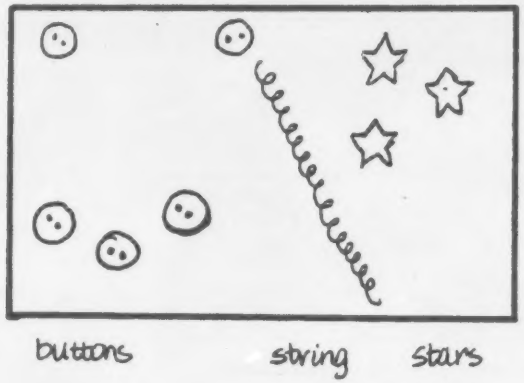
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Review Blank Notation in Rhythm Section Title: Musical Magazine Group Size: small groups Materials: magazines, paste, butcher paper, scissors, sound sources Procedure: . Have students go through magazines for pictures of articles, people or animals that go high, middle or low. . Have the students paste these in some order on a piece of butcher paper. . Choose three sounds to represent high, middle and low. . Have students "play" the composition while a conductor points to the "notes." 	Activities suggest monitoring procedures.	Open Court Kindergarten Music Program Manhattenville Masic Curriculum Project District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title:
Group Size: small groups
Materials: cotton balls, buttons, washers, marshmallows, art materials, glue, butcher paper

Procedure:

- Have small groups of students compose a score on butcher paper using a variety of materials for notes. The position on the page determines the pitch.
- Have groups trade pices and play the others using pitched instruments.



(See appendix for other examples)

District Resources

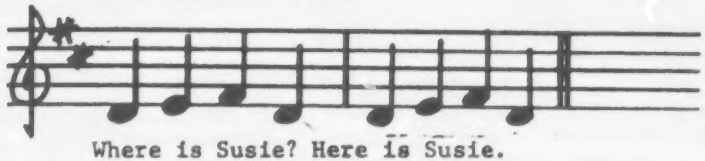
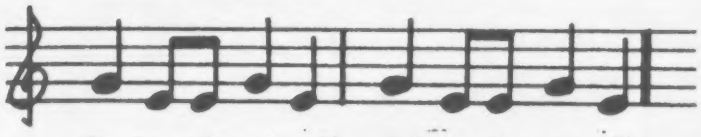
SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to match the desired pitch with voice.

State Goal	1,7,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 1-2-3	Suggested Monitoring Procedures	Possible Resources
Title: Match the Sound Group Size: individual Materials: songs (see list: Call - Response) Procedure: . To get a quick idea of the students' voices sing call - response songs that allow them to copy what they hear. A piano may be used to help them stay in pitch. Examples:  Where is Susie? Here is Susie.  Who has the pen-cil. I have the pen-cil.	Mark a list of names so that you will know which students especially need pitch help. If they match correctly, mark +, if off mark 0 and if not sure mark ?. Play pitch games several times for the checking to be sure of your students.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: What's The Line? Group Size: small groups Materials: numbered cards Procedure: . Ask the students to stand in groups of four. Each takes a number from 1-4. Using a short song of four lines or phrases have each child sing the line that matches the number. Select a song the students know well. Example: The farmer in the dell The farmer in the dell Hi ho the derry-oh The farmer in the dell. . Pass out cards that have a line of words and a number for phrase. Several songs will be included and distributed around the room. Call a song and give a starting pitch. The team will stand and sing their song in order.		District Resources

SMALL SCHOOLS PROJECT

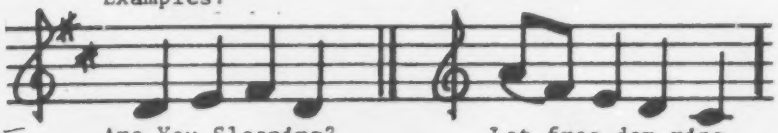
Suggested Objective Placement _____

Student Learning Objective(s) The student is able to match the desired pitch with voice.

State Goal	1,7,10
District Goal	
Program Goal	1,2,4

Related Area(s) _____

Suggested Activities: Grade(s) 1-2-3	Suggested Monitoring Procedures	Possible Resources
Title: Listening Help Group Size: individual Materials: recordings, ear phone Procedure: . Some children naturally sing correct pitch; others need help in discovering their "singing voice." For those special ones it is important to give this help early in their school years. Find ways to make matching exercises for them and give them many opportunities to listen to good solo singing. Set up a listening center with ear phones where children may listen to children's records that have good model voices. (see discography) Materials: cassette tape recorder, tape . Make a tape (or have someone tape for your) that will have short notes or tiny phrases for matching. Sing the note or phrase and leave space for the student to imitate. After practice, make time to check the student with similar exercises. Use short phrases from familiar song. Examples:	Listen to students for improvement. Give assistance as needed.	District Resources



Are You Sleeping? Let free-dom ring.

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Helpful Hints **Group Size:** individual, pairs **Materials:** autoharp Procedure: . Students that cannot seem to match at all or even move their voices around need to develop the "siren concept." Have the students slide their voices as much as they possibly can asking them to imitate the sound of a fire or police siren or the squeak of a mouse. Think of other sounds that could be imitated from the environment that would give a student a sound picture or higher tones. . Seat the weaker singers with the strong singers when possible. . Pair off students and give them a singing project where the strong singer will be singing with and helping the weaker singer. . Use other students to model good singing pitch. . Using a autoharp, pick a string and see if students can match it. Find some that they are able to match and some that are too high and too low. With a piano put masking tape marks on some keys that could be played and matched: middle C up through high C.	Activities suggest monitoring procedures.	District Resources

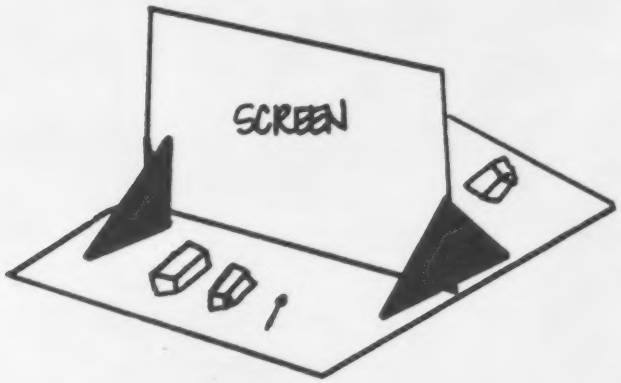
SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to match the desired pitch with voice.

State Goal	1,7,10
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 1-2-3	Suggested Monitoring Procedures	Possible Resources
Title: Screen the Sounds Group Size: pairs Materials: songflute, bells, whistle, triangle, jingle bells, screen tone bells Procedure: . Students can help each other with the discrimination of sound. Place a screen between two students with like sets of instruments or tone bells on either side. Have a strong-voiced student play a pattern on the tone bell. Second student imitates. First student then sings the pattern. Second imitates. . Have a child match various sound sources. As above have one student play different sounds asking the second to imitate. (Use song flute, bells, whistle, triangle, jingle bell.)  		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Singing: Melody Chords

	Page	Suggested Grade Placement:	District Placement				
			K	1	2	3	4
The student knows:							
. that chords have letter names.	133						
The student is able to:							
. play chord accompaniments for songs: (1) tonic or single chord, (2) two chord, (3) three chords	135						
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that chords have letter names.

State Goal	1,10
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. When using the activities in the following objective you will use the information concerning chord letter names. Doing this in a variety of ways while the students will be having experiences with chords will enable them to absorb this concept. . See page on guitar chord fingerings and chord breakdowns.		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to play chord accompaniments for songs: one, two and three chord songs.

State Goal	1,10
District Goal	
Program Goal	2,4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
ONE CHORD SONGS Title: Activities With One Chord Group Size: small groups Materials: autoharp, tone bell, piano Procedure: . Some songs will sound adequate played with only one chord. Strum the same chord throughout the song. One student can hold the button of the autoharp while another strums. . Using the three tone bells of the chord played on the autoharp, give one bell per student. Have the students keep time by playing together on the beat. . Mark the piano keys allowing the students to play as in the tone bells. . Examples of one-chord songs: Row, Row, Row Your Boat (use C or D) Ghost of Tom (use em or dm)	Watch students as they play the accompaniments.	Songbook listings District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		Songbook listings.
TWO CHORD SONGS Title: Activities with Two Chords Group Size: small groups Materials: autoharp, chart music, tone bells, guitar Procedure: . Have a team of students play accompaniments for songs with the autoharp. The teacher can indicate when to change chords. . Set up the tone bells in sets. Have three students take the bells of the C-chord playing as a team at the proper time. Have three other students take the bells for the G or G7 chord and play as a team when their chord belongs in the music. . Draw a chart of the chords to allow for self-checking and student directed activity. Example: Skip To My Lou C C C C G7 G7 G7 G7 C C C C G7 G7 C C . Chords can also be played on guitar or ukelele. Have students strum while teacher fingers. . Set up a learning center where the students can learn the fingerings for chords. (Begin with D and A7.) Make song charts for well known songs. . See list: two chord songs.	Check the students as they work in teams.	District Resources
THREE CHORD SONGS Title: Three-Chord Activities Group Size: small groups Materials: autoharp, chart music, tone bells, guitar Procedure: . Follow the same procedures as for two chord activities. . Expand team chording to three chords. Use the chords C-F-G7 as chord sets for teams. . See list: three-chord songs. . See page of guitar fingerings and chord breakdowns.		

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Singing (Melody) Intervals and Scales

	Page	Suggested Grade Placement	District Placement: K	1	2	3	4
The student knows:							
The student is able to:							
. sing, play, and read the notes of the pentatonic scale.	139	2-3					
. sing a scale up and down with numbers and syllables.	141	2-3					
. recognize intervals in a melody by eye and ear.	145	K-3					
. make notation for a small vocabulary of intervals and the patterns.	149						
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

SMALL SCHOOLS PROJECT

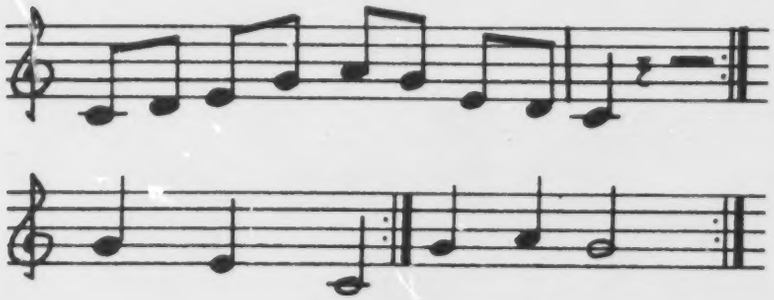
Suggested Objective Placement 2-3

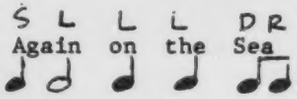
Student Learning Objective(s) The student is able to sing, play and read the notes of the pentatonic scale.

State Goal	1,10
District Goal	
Program Goal	2,4,5

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: The Scale Group Size: entire class Materials: tone bells, pentatonic songs (see list) Procedure: . Set up the tone bells for the pentatonic scale - C D E G A - in a row, on a ladder or steps. Play ans sing them with numbers 1 2 3 5 6 and down 6 5 3 2 1. Sing them with do-re-mi-sol-la and la-sol-mi-re-do. . Let half the group sing a pentatonic scale while the others sing with the bells repeating over and over a two note ostinato. . Have the students sing a pentatonic song while another student plays the ostinato on the bells. Example:		New Dimensions Books 2 & 3 - The Orient Songs That Children Sing - Chroman
		District Resources



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Codes **Group Size:** entire class **Materials:** charts Procedure: . Use the letter shorthand for pentatonic tones. Have the class read and sing the syllable names. d = do r = re m = mi s = sol l = la . Use hand signs and sign language for scale syllables. See Mary Helen Richards' materials.	Write music on an overhead using the shorthand for pentatonic tones. Have students write the syllable or note it represents.	Mary Helen Richards charts
Title: Haiku **Group Size:** small groups **Materials:** Haiku, paper, pencil, tone bells Procedure: . Have students write Haiku. After they have their poem ask them to compose a piece using only the pentatonic scale. Create an ostinato to be played on the tone bells to play with the song. Example: D D R M M Broken and Broken  S L L L D R M S L Again on the Sea L D' L S S M D The moon so easily mends. L ostinato J		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) The student will be able to sing a scale up and down with numbers and up and down with syllables. (numbers - grade two/syllables - grade three)

State Goal	1,10
District Goal	
Program Goal	2,4

Related Area(s)

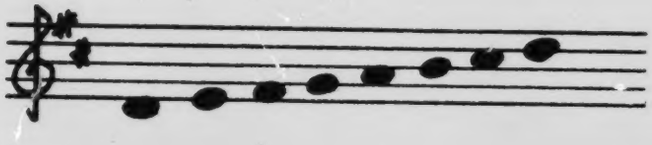
Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Numbers Up and Down Group Size: entire class Materials: tone bells, piano Procedure: . Starting at any pitch, sing up and down the eight-note scale using numbers. Use bells to do this also. (It is easiest to use the C scale with bells.) . Mark the piano keys with masking tape for number and syllable scales. Have the students play and sing together. Title: Doe a Deer Group Size: entire class Materials: Recording: Sound of Music Procedure: . Teach the song Doe A Deer as a way to expose and teach students the concept of syllable names.	Activities suggest monitoring procedures.	The Sound of Music District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: Scale Songs
Group Size: entire class
Materials: scale song, blackboard, chalk, staff

Procedure:

- Teach songs that use the scale. (see list: scale)
- Write the scale in made-up (devised) notation showing the ascending or falling tune.
- Use traditional notation, arranging the notes so that students may point to them as the class sings the scale songs.



District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student will be able to sing a scale up and down with numbers and up and down with syllables. (numbers - grade two/syllables - grade three)

State Goal	1,10
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Finger Puppets Group Size: entire class/individuals Materials: paper, tape, crayons Procedure: . To teach a five note scale for beginners, make finger puppets for each finger and thumb. Sing up and down for the five stems, wiggling the proper fingers. 		District Resources

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
Title: Songs By Number Group Size: entire class Materials: tone bells, piano, xylophone Procedure: . Write some familiar songs with numbers playing them with xylophone, piano or bell sets. Example: Mary Had A Little Lamb 3212333 222 355 3212333 22321 Hot Cross Buns 3 2 1 3 2 1 1111 2222 3 2 1 Twinkle Twinkle Little Star 1155665 4433221 5544332 5544332 1155665 4433221 Are You Sleeping? 1231 1231 345 345 565431 565431 151 151 . Have the students write a tune of their own using the numbers and scale notes 1-5. Write down the tune and perform. Example: 5543432 5543432 12345555 33221	Have students play the songs in small groups.	District Resources

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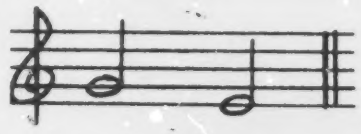
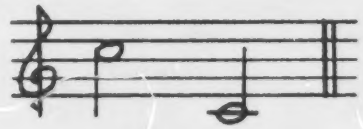
Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to recognize intervals in a melody by eye and ear.

State Goal	1
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Intervals Group Size: entire class Materials: overhead, songs Procedure: . Intervals are best understood in the context of songs the students know or are learning. Find these intervals and review with the students. See list: intervals. FIRST GRADE sol-mi  sol-la-mi do-do (octave) 		songbook listings District Resources

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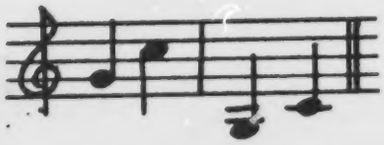
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
SECOND GRADE mi-re-do sol-mi-do THIRD GRADE sol-fa-mi-re-do sol-to-do  do-sol-mi-do 		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to recognize intervals in a melody by eye and ear.

State Goal	1
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Take a Look Group Size: entire class Materials: transparencies Procedure: . For eye activities make transparencies of songs and look for the tone patterns studied. Use hand signs if possible. For eye learning of patterns, use only songs in keys of E or Eb. Do not confuse the students with tone patterns in other keys which will be "living" in other lines and spaces. An introduction is enough for this complicated concept will go into the intermediate years if a specialist wants to teach it. NOTE TO THE TEACHER: For singing and hearing tone patterns and intervals, various keys can be used because the patterns will sound the same, though in print they will not look the same. You may find songs that have similar tone patterns.		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

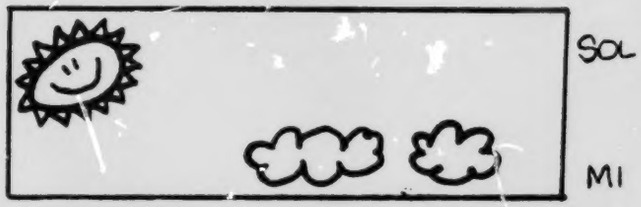
SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to make notation for a small vocabulary of intervals and tone patterns.

State Goal	1,10
District Goal	
Program Goal	2,3,4

Related Area(s) _____

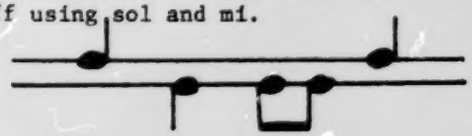
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Notating Group Size: small groups Materials: paper, pencil, crayons Procedure: . Have student experiment with ways to "write" music for pitches and high and low sounds. Use the intervals listed in the previous objecitve.  . Review the rhythm section on blank notation.	Activities suggest monitoring procedures.	Mary Helen Richards charts District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

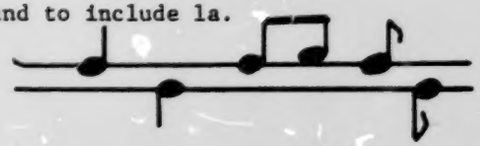
Title: Sol-Mi
Group Size: entire class
Materials: paper, pencils

Procedure:

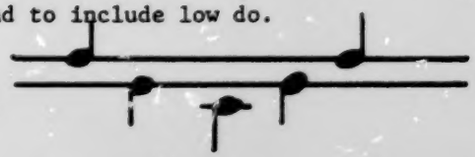
. Have students write notation on a two line staff using sol and mi.



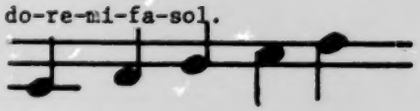
. Expand to include la.



. Expand to include low do.

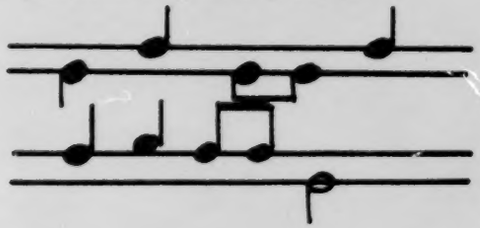


. Write do-re-mi-fa-sol.



District Resources

. The students should listen as the teacher dictates rhythm patterns and note patterns.



PLAYING

Science of Sound
Instruments
Environmental Sounds

WHAT PAGE ARE WE ON?

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Playing: Instruments

	Page	Suggested Grade Placement:	District Placement				
			K	1	2	3	4
The student knows:							
. the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.	153						
. the proper care and handling of musical instruments and equipment.	163						
The student is able to:							
. make several sounds from a single source. (string instrument-bowed, scraped, plucked)	165						
. recognize the sound of individual traditional instruments: keyboard, woodwind, brass, strings, percussion, guitar.	169						
. recognize some ethnic or untraditional instruments: mbira, steel drum, sitar, koto, electronic, others of your choice.	171						
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

Suggested Objective Placement _____

Student Learning Objective(s) The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

State Goal	1,10
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
VIBRATING STRINGS Title: Vibrating strings Group Size: entire class, small group Materials: string instruments (guitar) Procedure: . Using a string instrument allow students to pluck the string observing the vibration of the string. The larger the instrument, the easier it is to see the vibrations. . Pluck the largest or 6th string on a guitar. Watch the vibration. Have a student press on the string at the fifth fret. If the guitar is properly tuned the 5th string will begin to vibrate sympathetically. Title: Make Your Own Vibes Group Size: small groups Materials: fish line, board, nails, rubber bands Procedure: . Have students make their own instruments to see vibrations. Title: Tension Group Size: small groups Materials: rubber bands, guitar Procedure: . Changing the tension/length of a string will change its pitch. Have students experiment with rubber bands stretched about the thumb and forefinger. Have the students change the tension as they "play" the rubber bands. . Use a guitar to demonstrate how the pitch moves up and down when the string is made tight or loose by turning the peg.	To monitor the students' knowledge on this objective set out all the classroom equipment asking the students to decide "What will happen if ...." Allow students to choose an illustration of an instrument, explain the way the instrument sounds and then test the theory by using instruments. Place some activities in interest centers with instructions and self-test sheets. Most other activities suggest monitoring procedures.	Churchill Film: Strings The World of Harry Partch The Musical Instrument Recipe Book District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: String Along **Group Size:** small groups **Materials:** string, teaspoon, clothes hanger, oven rack Procedure: . Attach a piece of string to a teaspoon. Let the teaspoon tap a table or desk while holding the string to the ear. The string will carry vibrations up to the ear. This will give a loud sound that will continue even after it appears to stop. . Tie two pieces of string to the points of a clothes hanger. Put the strings to the ears by winding the string around the finger for holding. Tap the hanger with different articles. . Attach many strings to an oven rack, allowing many students to listen to the sounds produced by striking the rack.		
Title: Phone Call! **Group Size:** pairs **Materials:** paper cups, string Procedure: . Make a paper cup telephone by attaching two cups to a piece of string. Stretch tightly. The sound waves will travel along the string. . Contact the telephone company for information on how a real telephone works with sound waves and vibrations.		Local Phone Company District Resources
Title: Feel the Vibes! **Group Size:** small groups **Materials:** vocal apparatus Procedure: . Feel the vibration or movement of the vocal cords. Have the students put their fingers along the voice box. Experiment using different sounds: say "AH" (feeling the vibration), whisper (feeling the muscle movement) and sing high and low (feeling the speed of the vibration. . Find a picture of the vocal cords to show the students. Check for films.		

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

State Goal	1,10
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
VIBRATING AIR COLUMNS Title: Water Bottles Group Size: small group, pairs Materials: containers, pitcher of water, mallets, food coloring Procedure: . Collect a group of tin cans and glasses of various sizes. Fill these containers with varying amounts of water. The column of air is vibrating to give off the sound when the glass or can is struck. The container with the least water (most air) will have the lowest sound and the one with the most water (least air) will have the highest sound. It is possible to arrange these in an approximate scale. Strike with mallets. . Have students fill water bottles striking continuously as water level changes. . Color-code the water bottles using a different color for each pitch. Write out simple songs using colors to name the pitches. (see following activity)		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources

Title: Blowing Bottles
Group Size: small groups
Materials: pop bottles, water, song chart

Procedure:

- Put some water in pop bottles varying the water level as in the above activity. Blow over the top of the bottle to produce a tone.
- "Tune" pop bottles for group of students. Give each student one numbered pop bottle. Play a simple song with each student playing a different note. Make music for them to play by using number or colors.

Example: "Mary Had A Little Lamb"

MAR - Y	HAD	A	LIT - TLE		LAMB	
3	2	1	2	3	3	3
red	blue	green	blue	red	red	red

LIT - TLE		LAMB	LIT - TLE		LAMB
2	2	2	3	5	5
blue	blue	blue	red	clear	clear

MARY - Y		HAD	A	LIT - TLE		LAMB
3	2	1	2	3	3	3
red	blue	green	blue	red	red	red

HIS	FLEECE	WAS	WHITE	AS	SNOW.
3	2	2	3	2	1
red	blue	blue	red	blue	green

District Resources

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Suggested Objective Placement _____

Student Learning Objective(s) The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

State Goal	1,10
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Glass Harmonica Group Size: small group, pairs, individual Materials: brandy snifter, goblets, water Procedure: . Students with "magic fingers" can make most glasses sing. (Those without can learn how with a little practice!) This can be done by rubbing a damp finger over the rim of a goblet or brandy snifter filled with water. A variety of sizes of goblets and amounts of water will produce a variety of sounds. When the glass is singing loud and clear, it is possible to see the sound waves travelling on the surface of the water.		Music for Glass Harmonica Glass Harmonica (recordings)
		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Vibrating Air Columns/Reeds Title: Look and Listen Group Size: entire class, small group Materials: resource person Procedure: . Reed instruments have thin reeds which vibrate when blown across. Find someone to demonstrate a sax, clarinet, oboe or bassoon. Look at the reed (single/double reeds) to discover how it is made and how it works. Show students how the air column is changed to produce different pitches. Title: Make a Reed Group Size: small group Materials: plastic straws, scissors Procedure: . Plastic straws allow the students to play wind instruments. The film Churchill Winds shows how to cut the straw to produce a tune. Cutting the straw makes two reeds which will vibrate. Have the students place the straw in their mouths about an inch and one half, flattening the straw, but not touching it with the tongue. Blow into the straw. If it does not sound, adjust the space until it produces a pitch. To change the sound cut the length shorter and shorter with the scissors while blowing.		Churchill Winds (film) District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

State Goal	1,10
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: What's the Buzz? Group Size: small group Materials: french horn mouthpiece, garden hose Procedure: . Borrow a french horn mouthpiece. Insert it into a piece of garden hose. Twirl around in the air. What happens to the sound? Title: Balloon Blowup Group Size: small grops, pairs Materials: balloons . Procedure: . Blow up a balloon. Stretch the lips of the balloon letting the air escape slowly. This produces a high pitch. The tighter the lips are stretched the higher the pitch. The looser the lower.		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
VIBRATING MEMBRANES Title: The Bounce Group Size: small groups Materials: paper scraps, rice, sand Procedure: . Place scraps of paper, colored rice, or sand on a drum head. Strike the drum. The materials will move showing the vibration. Title: Drummin' Group Size: small groups Materials: cardboard boxes Procedure: . Make drums out of cardboard boxes or ice cream containers. Let students create accompaniments to pieces using these instruments. Discuss how the sound is made.		Musical Instrument Recipe Book District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows the science of sound as it relates to musical instruments: vibrating strings, vibrating air columns, vibrating membranes and vibrating materials.

State Goal	1,10
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
VIBRATING MATERIALS Title: A Piece for Vibrators Group Size: small groups Materials: rulers, thin metal strips Procedure: . Vibrate a ruler or metal strip by snapping it on the corner of a desk. Discover ways to make different sounds by vibrating from different sources. To change the pitch make the vibration end longer (lower sounds) or shorter (higher sounds). Write "A Piece for Vibrators" making a score or using a previous score.		Musi .l Instrument Recipe Book
Title: Xylophone Group Size: small groups Materials: wood, book, resource person Procedure: . Make a xylophone as a class project. You may want to seek help from a carpenter. See instrument making books.		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Variations on a Tuning Fork **Group Size:** small groups **Materials:** tuning fork, articles in room, water, strings Procedure: . Strike a tuning fork and listen to the sound it creates. Hold it close to the ear. . Strike a tuning fork and hold the stem to a wooden desk listening to the sound it creates. Hold it to other articles in the room to hear the differences in sound. . Strike a tuning fork. Hold it to a glass of water watching the unseen vibrations disturbing the surface of the water. . Tie a long piece of string to the tuning fork where the tines come together to form the stem. Start the fork and twirl it in the air. Discover what happens to the sound.		District Resources

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Suggested Objective Placement _____

Student Learning Objective(s) The student knows the proper care and handling of musical instruments and equipment.

State Goal	1,4,10
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Be Prepared Group Size: entire class, small groups Materials: classroom instruments Procedure: . Before the students use any of the classroom instruments, instruct them in the ways of caring for the instruments. Review by asking students to remind the class of proper procedures. Title: Listen to the Pro Group Size: entire class, small groups Materials: demonstrator Procedure: . When individuals are asked to demonstrate instruments to the class, have them discuss with the students the type of care necessary for their particular instrument. Include assembling, disassembling, cleaning, repair schedules and accessory needs.	Watch the students as they handle the instruments for proper care. Have one student serve as an instructor in helping others care for instruments. Check directions.	"The Art of _____ Playing" series (Summy Birchard) Play Your Instrument and Make a Pretty Sound

District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Instruments Repair Group Size: entire class, small groups Materials: resource people Procedure: . Take a field trip to an instrument repair shop. Have students discover ways that proper care may have stopped the instrument from being injured. Notice tools, machines and materials for instrument repair. . Invite the instrument repair person or owner from a local music store to speak to the class. Ask these resource people to demonstrate some instruments, talk about what materials they are made from and how to care from them.	Activities suggest monitoring procedures.	The CONN Instrument Company The SELMER Instrument Company Other companies known
Title: Write a Book Group Size: entire class, small group, pairs, individuals Materials: paper, pencils, instruments Procedure: . Display classroom instruments. Have the students create a booklet with a page for each instrument. Include on each page: picture of instrument, description of materials used to make it, playing techniques, special care instructions, possible ways to injure and repair needed for those injuries. . Invite music teachers or older students into the classroom to play instruments. Have students add these to the booklet.	Have students share their books with the class.	District Resources
Title: Catalog Group Size: small groups, pairs, individual Materials: instrument catalogues Procedure: . Request instrument catalogues from music supply houses. Let students compare prices of familiar instruments.		

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to make several sounds from a single source (i.e.: stringed instrument - bow, scrape, pluck)

State Goal	1,10
District Goal	
Program Goal	2,4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Live Performance Group Size: entire class Materials: resource person Procedure: . Ask students to bring in a string instrument that they play. Ask them to demonstrate how to bow, scrape or pluck the instrument.	Given an instrument, have the students make two or more different sounds.	Meet the Instruments - RCA Homemade Band - Hap Palmer Musical Instrument Recipe Book "Whistle, Toot, Plunk, Boom" (film)
Title: Make an instrument/Make a sound Group Size: small groups, individual Materials: materials for instruments Procedure: . Have students make their own instruments such as wood blocks, coconut shells and drums. . In small groups have them experiment with sounds: hitting, scraping, dropping, knocking.	Have students draw word cards that indicate how to sound the instrument. Check their performance.	District Resources

335

336

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Stations Group Size: small groups, pairs, individual Materials: classroom instruments, direction cards Procedure: . Set up instrument stations. Have direction cards that tell what sounds to use: strike, hit, pluck, drop, rub, and scrape. Use classroom instruments and untraditional sound sources. Have students rotate. . Make a tape recorder station. Have a tape of different sounds from single sources. Have instruments available for students to match the tape. Title: Sounds Like This ... Group Size: small groups Materials: group assigmments Procedure: . Assign each group a sound to explore: animal, car, weather, machine sounds. Have students use the voice or other sound source to closely imitate the sound. Make a piece by arranging the sounds.	Give students a "scorecard" to use as they travel from station to station. Have them record their scores.	Stories in Sound (Golden Recor District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to make several sounds from a single source. (i.e.: stringed instrument - bow, scrape, pluck)

State Goal	1,10
District Goal	
Program Goal	2,4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Variations on the Daily News Group Size: individual, pairs, small group Materials: newspaper, voice, instruments Procedure: . Have students experiment with newspaper to find different sounds available. (crumble, bounce a newspaper "ball", rip, flap, blow) . Have students share these sounds with another. . In small groups have students prepare a short composition using their paper sounds. Title the piece and prepare a score. . Play the compositions for the class. Record. . Have students rescore their composition for voice using different vocal sounds. . Prepare a score, play and record. . Have students rescore the new composition for instruments. . Prepare a score, play and record. . Listen and compare the three compositions.	Activity suggests monitoring procedures.	Manhattenville Music Curriculum Program District Resources

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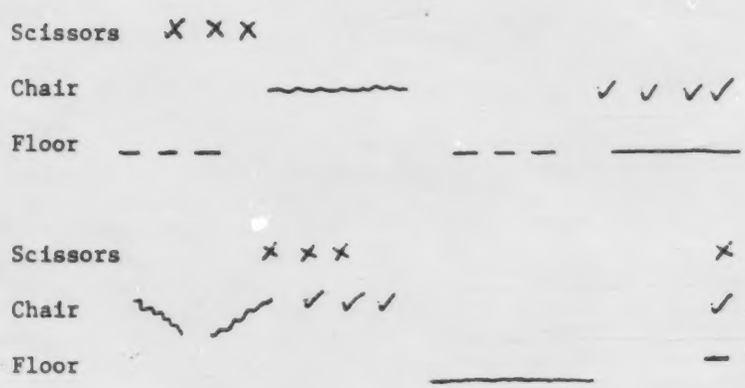
340

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Concerto for ... **Group Size:** small groups **Materials:** sound sources Procedure: . Use the classroom as a sound source. Using a pencil, pair of scissors, chop sticks or other sounders to explore the entire room for interesting or unusual sounds. Discover the different ways to play a chair, pencil sharpener, floor, closet and door. . With any of the above activities make a sound piece with a simple score showing what will play. **Example:** Concerto for Scissors, Chair and Floor	Activity creates monitoring procedures.	



District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to recognize the sound of individual traditional instruments and families: Keyboard, Woodwind, Brass, Strings, Percussion, Guitar.

State Goal	1,4,10
District Goal	
Program Goal	1,4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Seeing is Believing Group Size: entire class, small groups Materials: pictures of instruments, recordings, instruments. Procedure: . Display pictures of instruments and play examples to match. Discuss as needed. . Display instruments or ask others to bring in instruments and demonstrate when possible.	Make a tape with examples of instrumental sounds. Play the tape and have students identify. List the sounds including some not used. Have students match sounds by writing on paper or pointing to the correct word.	Instrument Pictures - Bowmar Meet the Instruments - RCA "Carnival of The Animals" - Saint Saens Standard School Broadcast Series - record in each family (mailed to school libraries) Churchill series (films) on families Play Your Instrument and Make a Pretty Sound Instrument manufacturing companies
Title: Listening Group Size: entire class, small groups Materials: recordings, pictures Procedure: . Play excerpts from various records that feature the instruments. Have students associate the sound with the instrument or pictures. . Some television shows and commercials make use of certain instruments. Have students list.		District Resources

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344

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to recognize some untraditional or ethnic instruments: electronic, mbura, steel drum, sitar, koto, and others of teacher's choice.

State Goal	1,4,6,10
District Goal	
Program Goal	4,5

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Electronic Title: Listening Group Size: entire class Materials: recordings, stereo Procedure: . Listen to examples of electronic music. Use pictures to show students the instrument used. . Much classical music has been "synthesized." Listen to the "original" version of a piece of music. Compare its electronic version.	Play a tape of excerpts of electronic or ethnic instruments. Ask students to designate what instrument is playing.	Switched on Bach Switched on Rock Tomita: Pictures at an Exhibition (original by Mussorgsky) Tomita: Firebird Suite (original by Stravinsky) The Well-Tempered Synthesizer Electronic Music Extended Voices The World of Harry Partch
		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Ethnic Title: Ethnic Instruments Group Size: entire class Materials: pictures, records Procedure: . Use pictures, records and songs to introduce ethnic instruments. Relate these to the culture of the country from which they come using social studies, art and music.	Have students name country and instrument while listening to examples.	African Musical Instruments - Dietz and Olatunji Folk Instruments of the World - Follet African Story-Songs - A. Maraire African Mbira - A. Maraire(UW) Mbira Music of Rhodesia - Nonesu Music of Trinidad - National Geographic recordings Indian Music - Ravi Shankar National Geographic recordings New Dimensions in Music units on other cultures in books 2 and 3 Holt Data Bank - social studies series
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Playing: Environmental

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
The student is able to:							
. produce sounds with environmental objects (anything produces sound).	175	K-3					
. distinguish between pitched and non-pitch sounds in the environment.	177	K -3					
. match an environmental sound with its source.	179	K -3					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

352

353

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to produce sounds with environmental objects (anything produces sound).

State Goal	1,4
District Goal	
Program Goal	2,4

Related Area(s) environmental education

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Exploring Different Environments Group Size: entire class, small group Materials: objects in different environments Procedure: . Explore the classroom for sounds. Strike objects with different materials. . Explore the home for sounds. Look for containers that may make different sounds. Fill with different sounders to create shakers. . Explore the out-of-doors for sounds. Create sounds by using sticks, stones and other objects available. (Be careful with the ecology!)	Watch students to verify their abilities to produce sounds.	"What is Music?" - Churchill Films The World of Harry Partch (rec.)
Title: Categories Group Size: small groups Materials: objects in room, category cards, paper, pencil Procedure: . Divide into groups. Have students find as many objects as possible that create sounds by using the following categories: strum, pick, rattle, rub, shake, strike.		District Resources

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355

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

356

357

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to distinguish between pitched and non-pitched sounds in the environment.

State Goal	1,4,10
District Goal	
Program Goal	1,4

Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Awareness Group Size: small groups Materials: boards, rocks Procedure: . The distinction between pitched and non-pitched sounds is often a matter of the classes own definition. Two pieces of wood struck may have a high and low sound. This indicates pitch, but it is not "musical pitch" as associated with the scale. A doorbell makes sounds that can be associated in a musical sense. An electric mixer is non-musical, but will change pitch when the speed is increased. . Have students listen for sounds - like/unlike, same/different, and high/low.	Activities suggest monitoring procedures.	
Title: Division Group Size: small groups Materials: classroom instrument Procedure: . Place a number of classroom instruments on a table. Have students listen and divide the instruments into pitched and non-pitched instruments. (There may be some disagreement.)		District Resources

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359

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Hummmmmmmm Group Size: small groups, pairs Materials: hair dryer, pencil sharpener, electric mixer Procedure: . Listen for pitched sounds in the environment. Match the pitch by humming. Hum along with a hair dryer, electric mixer or pencil sharpener. Make a list of sounds that the voice can/cannot match. Add to the list.	Play a sound on a pre-recorded tape. Have individual students try to match the sounds.	
Title: Water Bottles Group Size: entire class, small groups Materials: water, glasses Procedure: . Build a water scale with pop bottles or glasses. Discover ways to make different pitches with the bottles. Use other materials for a similar activity.		District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to match an environmental sound with its source.

State Goal	1,4
District Goal	
Program Goal	4

Related Area(s) _____

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: What's That?! Group Size: entire class, small group Materials: environmental objects Procedure: . Explore the environment for sounds. After the students are familiar with the sounds around them ask them to put their heads down. Select one student to play a sound somewhere in the room. If the students can identify the sound have them raise their hand. . Do this same activity outside.	Play a tape of a series of sounds heard about the room or out-of-doors. Have students write down what the sound is. Think of sounds that are very unique and difficult to guess.	
Title: Home Sounds Group Size: entire class, small group Materials: objects from home Procedure: . Have students find unusual sounds around the home. Bring the object and "play" it for the class. Have the class try to guess what the sound is.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SHARING

Performance
Values

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Sharing: (Performing)

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. appropriate performance behavior: physical appearance, eyes on leader, standing tall and straight, hands held at side, no distracting mannerisms.	183	K-3					
. ways of using his/her musical abilities to participate in community activities and values the opportunity to contribute musically to one community.	185	K-3					
The student is able to:							
. follow a conductor's directions.	187	K-3					
. lead others using standard conducting signs and patterns.	189	2-3					
The student values:							
. the personal satisfaction that results from participating in a musical performance.	191	K-3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows appropriate performance behavior.

State Goal	1,5,10
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Performance Behavior Group Size: entire class, small groups Materials: songs, checklist Procedure: . Encourage students to help develop a check-list of performance behavior: physical appearance eyes on the leader standing tall and straight hand position no distracting mannerisms . After the check-list is developed have students perform in small groups in fron of the class. Have the rest of the class evaluate the behavior listing first of all positive responses to the behavior and then actions that could improve. (Try to give all positive reinforcement even in those areas which need change.) . Visit another class to perform some songs. Ask the observing class to evaluate students based on teh check-list. . Give a performance for a parents group or school program. Have the students evaluate themselves with the check-list.	Present a song program and use a check-list students devised to evaluate performance behavior.	Any songs/music activities known to group. District Resources

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371

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

372

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows ways of using ones musical abilities to participate in community activities and values the opportunity to contribute musically to the community.

State Goal	1,4,5,7,9
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Groups in the Community Group Size: entire class, small groups, pairs, individuals Materials: community resources Procedure: . Have students name or find out the names of music or arts groups that contribute to the community. Discuss the service they give to the community. . If possible, attend a performance of such a group. Record thoughts of students. Write appreciative letters to the performers. Title: Performance in the Community Group Size: entire class Materials: songs, community resources Procedure: . Find different performance opportunities available in the community. Examples: PTSA Meetings Open house Booster Club Meetings Local Community Organizations . Arrange to perform for one of these organizations. (Many of them are very anxious to have the students perform!)		Community Performance Groups in the Arts District Resources

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375

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to follow a conductor's directions.

State Goal	1,8,10
District Goal	
Program Goal	2,5

Related Area(s) _____

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
See conducting activities in Rhythm: Meter 1 Title: Follow the Leader Group Size: entire class Materials: records, songs Procedure: . Have the class decide and act out hand and facial expressions indicating: loud/soft fast/slow high/low holds/rests stop. . Sing songs while a leader conducts the songs with hand movements indicating the above concepts. . Listen to records. "Conduct" what the record indicates.	Have students lead the class using hand movements practiced in the activities.	
Title: Lights Out! Group Size: entire class Materials: flash light Procedure: . Review the conducting pattern in the rhythm section: Meter 1. Turn off the lights and conduct using a flash light. Have students indicate the beat by counting out loud - 1-2-3-4, 1-2-3-4, 1-2, 1-2-3-4, 1-2-3, 1-2-3-4		District Resources

378

379

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Choral Reading **Group Size:** entire class, small groups **Materials:** choral reading materials Procedure: . Find a selection in a classroom reading book or some other source and perform as a Choral Reading. Use hand gestures to aid in expression of the group. Perform for another group of people. **Title:** Shadow Plays **Group Size:** small groups **Materials:** light, sheet Procedure: . Do shadow plays to aid in expressive movement of the hand. Some students may feel more relaxed using their hands in this situation instead of in leading the group. . Try to incorporate a story into the shadow play that would allow for total class involvement through sounds. **Title:** Improvise **Group Size:** entire class in groups **Materials:** vocal cords Procedure: . Devise a sound game for a conductor's practice. Assign one sound per group of students. When the conductor indicates, they perform their sound in the way the conductor indicates. The conductor should discover ways to have several groups sounding at once.		Manhattenville Music Curriculum Project **District Resources**

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student is able to lead others using standard conducting signs and patterns.

State Goal	1,8,10
District Goal	
Program Goal	2,5

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
See activities under Rhythm: Meter 1	Have students conduct the group using songs in 2/4, 3/4 and 4/4 meters. Be sure they use a strong beat on beat one.	
		District Resources

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

384

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student values the personal satisfaction that results from participation in a musical performance.

State Goal	1,5,10
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Faces Show Feeling Group Size: small groups Materials: paper, pencil, crayons Procedure: . Have small groups perform in front of the class. After returning to their seats have the performing students draw faces of how they felt as they performed. Discuss why students felt as they did. Title: Volunteers, How Do You Feel? Group Size: small groups Materials: songs, rhythm instruments Procedure: . Have students volunteer to play rhythm instruments or sing in front of the class. Have secret observers note the facial expressions of the performers. Discuss if the performers seemed pleased with the performance.	Have the entire class participate in a musical performance for another class. After the performance have students note what they liked about the performance and what they felt the audience liked.	Any songs or musical activities. District Resources

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397

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

CREATING

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Creating Structure

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. distinguish between repetition and contrast (same and different) in the arts and the environment.	195	K-2					
. identify some musical signs: repeat signs, bar lines, treble clef, bass clef, double bar.	199	K-3					
. recognize individual phrases within a song.	201	K-3					
. categorize phrases as like, almost alike, different.	203	1-3					
. respond in movement to musical phrases.	205	K-3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

392

393

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-2

Student Learning Objective(s) The student is able to distinguish between repetition and contrast (same and different) in the arts and the environment.

State Goal	1,4
District Goal	
Program Goal	1,3

Related Area(s)

Suggested Activities: Grade(s) K-2	Suggested Monitoring Procedures	Possible Resources
Title: The Same Thing Group Size: entire class Materials: textbooks, magazines Procedure: . Take a group of textbooks of the same series lining them along the chalktray to give the students the visual image of repetition. Use other classroom aids in duplicate to show the concept of sameness. Find other articles in the classroom or out-of-doors that are exactly the same. . Look through magazines for duplicate copies of advertisements. Make a bulletin board arrangement when the students have a group of the same thing.	Activities suggest monitoring procedures.	
Title: Alike Art Group Size: small groups, individuals Materials: paper, crayons, paint Procedure: . Do some art lessons using the repetition of patterns, such as leaves, textiles, positive and negative symbols and the students clothes. . Look for patterns in the clothing of people in the classroom. Have students make materials with crayons or paint on paper: plaid, print, stripes.		District Resources

394

395

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: ABC Likeness **Group Size:** entire class **Materials:** alphabet cards Procedure: . Look at the alphabet and divide the letters into groups of letters that look the same or different. oa OQ NVW bpq . Discover as many categories as possible. Example: letters with crossbars AEFGHIJLTZ . Ask the class to find letters that are similar because they have neither characteristics that are drastically different or alike.		
Title: Patterns Around the Class **Group Size:** entire class **Materials:** classroom, out-of-doors, paper, crayons Procedure: . Explore the classroom. Look at items in the room and categorize them by items alike, different and similar. . Go for a walk. Look for the categories in the above activity. Decide where patterns occur in the out-of-doors. . Using paper and crayons draw some pictures of things that are soma/different in the two environments.		District Resources

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397

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-2

Student Learning Objective(s) The student is able to distinguish between repetition and contrast (same and different) in the arts and the environment.

State Goal	1,4
District Goal	
Program Goal	1,3

Related Area(s)

Suggested Activities: Grade(s) K-2	Suggested Monitoring Procedures	Possible Resources
Title: Sounds Around Us Group Size: small groups Materials: sounds around us Procedure: . Have the students listen to sounds inside and outside the classroom. Make a list of the sounds heard and classify them into sounds that are the same, similar or different. . Let the students make sounds with their voices and bodies. Decide what sounds fit into the categories. Try to imitate the sounds heard in the above activity. . Compose music by choosing those sounds that are same and different. Make a score for the piece so that the students may play it again.		
Title: Listening Group Size: entire class Materials: records, phonogarph Procedure: . Choose any type of recording to play for the students both singing and instrumental. Play portions of the two deciding if they should be considered same or different. There are many ways that musical sounds can be alike or unalike. There are no "wrong answers" if a student can explain the reason for what was heard.	Make lists of "same, different, or similar." Play recordings of pieces that the students will be able to distinguish those categories easily.	District Resources

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399

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

400

401

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to identify some musical signs: repeat signs, bar lines, treble clef, double bar.

State Goal	1,10
District Goal	
Program Goal	1,4,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Flash Cards Group Size: entire class Materials: flash cards Procedure: . Make a flash card game of the signs that students should know. Have the students call the name on sight. . Divide into teams. Appoint one student to represent each team. Hold up a flash card allowing the team representatives to identify the symbol. Title: Symbols Group Size: small groups Materials: cards (four of each symbol) Procedure: . Create a game similar to the game "Authors." Have four cards or each sign or symbol. When the players have collected all four they have a set. Title: Hide Away Group Size: entire class Materials: pictures of symbols Procedure: . Hide pictures of the symbols around the classroom within view. Have students hunt for them.	Activities suggest monitoring procedures. Repeat sign ‖: :‖ (designates repetition of song) Bar Line | (designates measures) Treble Clef 𝄞 (designates upper clef) Bass Clef 𝄢 (designates lower clef) Double Bar ‖ (designates end of piece)	Local music teachers Beginning music books Harvard Dictionary of Music **District Resources**

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403

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Play it Again Group Size: entire class Materials: song with repeat (see song samples) Procedure: . Have students find songs in songbooks that have repeat signs. (Most songbooks contain few such examples.) Use an overhead trasnparency to show this concept. Note: to teach the repeat sign students must see, read and do the music.	Activities suggest monitoring procedures.	Mary Helen Richards Charts (#9)
Title: Reading the Signs Group Size: entire class, small groups Materials: cards, sound sources, paper, pencils Procedure: . Make short rhythm patterns on cards for students to use for playing wood blocks, shakers, tone bells or hands. Examples:		
	Make a ditto with several rhythm patterns. Ask students to place bar lines and repeat signs as indicated.	District Resources
. Have students create their own rhythm patterns, allowing them to put in bar lines according to the time signature desired (2/4, 3/4, 4/4). Put a repeat sign at the end. Perform the pieces.		

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to recognize individual phrases within a song.

State Goal	1,10
District Goal	
Program Goal	2,4,5

Related Area(s) _____

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Language and Music Group Size: entire class Materials: reading materials Procedure: . Relate musical phrases with those found in language arts and reading activities. Talk about how phrases are understood and recognized in language, either written or spoken. Look for phrases in a book. Title: Musical Phrase Group Size: entire class Materials: songs, transparencies Procedure: . Look at a song or songbook for the phrases. Decide how phrases can be recognized by sight. . Sing a song and decide where the phrase ends. Decide what the "key" is to discovering this. . Many songs used with students have four lines or phrases. Have students indicate the end of each phrase with a clap.	Activities suggest monitoring procedures.	District Resources

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407

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

408

409

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to classify phrases as like, almost alike and different.

State Goal	1.4
District Goal	
Program Goal	1.5

Related Area(s) _____

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
See activities from previous objective Title: In The Songs Group Size: entire class Materials: songs Procedure: . Help student learn to listen and recognize tunes, parts of tunes, and word lines that match (either exactly or are similar). . Find a popular or familiar song that uses a verse-chorus form. The students should be able to hear the repetition of the words and music in the chorus. Help the students notice that in the verse the music stays the same but the words change. See lists: verse-chorus/call-response Title: Alike/Different Group Size: entire class Materials: songbooks, transparencies Procedure: . Find lines of songs that match and lines that do not. Sing the song singing only those lines that match and remaining silent through the lines that do not. Note: some lines may have matching rhythmic patterns, but not matching melodic patterns. See also melody: like/unlike tune patterns.	Sing songs that have a verse-chorus form. Have students hold up one finger for the verse and two for the chorus. Use any designating system that you desire.	District Resources

410

411

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Group Size: entire class Materials: song with ostinato Procedure: . Sing a song that can use an ostinato. Have students discover the contrasts that an ostinato gives the song by repeating. Remember that any time there are two parts to anything that there is contrast, or the two parts could not be heard.		District Resources

412

413

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to respond in movement to musical phrases.

State Goal	1,10
District Goal	
Program Goal	2,4,5

Related Area(s) _____

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: To the Right, To the Left Group Size: entire class Materials: song with four phrases Procedure: . Pick a song known to the students that has only four lines or phrases. Walk to the right with the beat of the song for the first phrase, then turn and walk to the left for the second phrase. . Have the students move only the part of their body with the phrase, changing with each phrase. (phrase one: arm, two:legs; three: head; four: entire body). Title: Group Size: entire class Materials: instrumental recordings Procedure: . Play some music that does not have words. Decide where the phrases end. Show this through body movement. Change direction when a new phrase begins. . Toss a scarf into the air at the beginning of a phrase letting it come to rest at the end of the phrase. It will take practice to time this activity.	Watch the students movements to monitor this objective. Play recordings asking them to move to the phrase length. Choose pieces that are clear in phrase movement.	Teaching The Three R's Through Movement Experiences - Gilbert **District Resources**

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Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Creating Composition

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
The student is able to:							
. recognize specific forms in music: AB, ABA, Rondo, call-response							
. choose form, style, and instrumentation appropriate for carrying out his/her creative idea.	209 217	1-3 K3					
. record his/her creative idea.	219	K3					
. test his/her musical composition in performance (for class, program): conducting, rehearsing, recording. See also performing.	221	K3					
The student values:							

418

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to recognize specific forms in music:
AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA) and call-response.

State Goal	1,5,7
District Goal	
Program Goal	2,3,4

Related Area(s)

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
AB Title: AB Songs Group Size: entire class Materials: songs Procedure: . Sing songs that use an AB form. This includes verse/chorus songs. (See listing in appendix). Have students stand during the A section and sit for the B section. Example: My Bonnie A My Bonnie lies over the ocean My Bonnie lies over the sea. My Bonnie lies over the ocean. Oh bring back my Bonnie to me. B Bring back, bring back Oh bring back my Bonnie to me, to me. Bring back, bring back Oh bring back my Bonnie to me.	Play pieces/songs in AB form. Have students record on paper the form. Have the students stand on the A section and sit for the B section.	District Resources

421

422

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Group Size: entire class Materials: songs or pieces in AB form, construction paper circle and square. Procedure: . Cut a large circle and square from construction paper. Have the circle represent the A section and the square the B section. Have students hold these at the appropriate time in the song or piece. Devise other ways to show the form. . Create charts that describe the form of pieces. Use any art materials that students think can aid in showing the form. Title: Accompany AB Group Size: small groups Materials: percussion instruments Procedure: . Create a percussion piece in the AB form. Divide the class into an A and B group. Have the groups play at the appropriate time. . Accompany the songs in verse/chorus form. Have the two groups play at the appropriate time in the song.		District Resources

423

424

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to recognize specific forms in music:
AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA) and call-response.

State Goal	1,5,7
District Goal	
Program Goal	2,3,4

Related Area(s)

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
ABA See above activities. Change as needed for ABA form. Title: See ABA Group Size: entire class Materials: ABC song - transparencies Procedure: . "The ABC Song" is in an ABA form. On butcher paper or transparency draw the notation of each line. Have the students place the designating letters to show that the piece is in an ABA form.	Have students stand and sit to show the ABA form.	District Resources

425

426

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

427

428

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to recognize specific forms in music:
AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA), and call-response.

State Goal	1,5,7
District Goal	
Program Goal	2,3,4

Related Area(s)

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
RONDO: Title: Create a Rondo Group Size: entire class in small groups Materials: voices, rhythm instruments Procedure: . Have students create a rondo. Divide the class into three sections assigning the letters A, B, C to the groups. Have each group perform a specific rhythm pattern. Example: A ♩ ♩ ♫ ♩ B ♫ ♩ 𝄾 ♫ C 𝅗𝅥 𝅗𝅥 Have groups play their patterns on cue from the conductor. Conduct in Rondo form: ABACABA. After playing the pattern ask students to write on paper the form of the composition which they created. Note how it seems to go "Round."		District Resources

429

430

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Rondo pictures **Group Size:** entire class **Materials:** glue, scissors, construction paper Procedure: . Using squares, circles and triangles cut from construction paper have students create pictures that describe the form of the piece they created in the previous activity. . Listen to records that use the Rondo form. Have students create designs describing the form.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student is able to recognize specific forms in music: AB (two part or verse/chorus), ABA (three part), Rondo (ABACABA) and call-response.

State Goal	1,5,7
District Goal	
Program Goal	2,3,4

Related Area(s)

Suggested Activities: Grade(s) 1-3	Suggested Monitoring Procedures	Possible Resources
CALL-RESPONSE Title: Call-Response Group Size: entire class Materials: call-response songs Procedure: . Sing call-response songs. (See list: call-response). Have students decide the "form" that is used.		District Resources

433

434

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to choose form, style and instrumentation appropriate for carrying out his/her creative idea.

State Goal	1,2,8
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Many of the activities/objectives contain compositional opportunities. See the specific concept desired.		District Resources

437

438

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

439

440

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to record his/her creative idea.

State Goal	1,2,8
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Many of the activities/objectives in this booklet contain opportunities for individuals to create scores for recording their compositions. See specific concepts desired.		District Resources

441

442

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

443

444

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student is able to test the composition in a performance situation.

State Goal	1,2,8
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Performance Group Size: entire class in small groups Materials: instruments needed for compositions Procedure: . Have students perform their compositions in a concert of their own creations. Have a special evening or afternoon of the student's pieces. Allow the students to tell the audience about interesting aspects of their pieces.	Have students perform their compositions.	Manhattenville Music Curriculum Project
		District Resources

445

446

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

LISTENING

Moods

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Listening: Appreciating Art and Culture

	Page	Suggested Grade Placement	District Placement: K	1	2	3	4
The student knows:							
. ways that music (songs) is integrated into culture: work songs, patriotic songs, ceremony and rituals, religious, mourning, love songs, narrative songs, artistic expression, social and political songs.	225	K-3					
. that marches are used for different occasions.	227	2-3					
. that an opera is a play with music using songs, costumes, dance and scenery.	229	K-3					
. that ballet is a theatre dance using costumes, scenery and music without singing and talking.	231	K-3					
The student is able to:							
The student values:							

450

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

451

452

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows ways that music is integrated into culture: work songs, patriotic songs, ceremony and ritual songs, spirituals, love songs, lullabies, narrative songs and social and political songs.

State Goal	1,3,6,7
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Encourage songs and music integration in regular subject areas such as history, geography, health, humanities. Title: List the Songs Group Size: entire class Materials: songs (see lists) Procedure: . Have class list songs that they know that fit under the above study themes. (See list under each topic) Sing the songs and discuss their use in the culture. . Stress reasons why the songs were written. Examples: work songs - make work easier patriotic songs - unite people of country ceremony songs - to provide sequence lullabies - to relax people Title: Dramatizing Group Size: small groups/entire class Materials: props for drama, song Procedure: . Dramatize or pantomine songs of certain topics. Have entire class sing while others do the acting. Example: Erie Canal	Have students list a title of a song under several of the study groups.	American Folk Songs for Children Best Loved Songs of the American People The Fireside Book of Folk Songs District Resources

453

454

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Bingo by Topics Group Size: entire class Materials: cards divided in sections Procedure: . Devise a game similar to Bingo by dividing the card into theme areas. The students listen to recordings of songs played by the teacher. As they hear the songs they are to cover the topic heading with a piece of paper. Title: Art Work in Topics Group Size: entire class, small groups Materials: picture magazines, scissors, glue, paper Procedure: . Select pictures from magazines that represent the topics selected. Hold the pictures for students to see. Have students select songs/music that go with the pictures. . Make collages of magazine pictures that represent to topics selected. Put the collages on a bulletin board. List under each collage the names of songs and music that correspond with the topics. Examples: wedding pictures - wedding marches baby pictures - lullabies parade pictures - patriotic songs . Have students paint a picture around a theme idea. Have students go through song books and select titles to put under the pictures. Make a display.		Adventures in Music - RCA Boomar Orchestral Library Currier and Ives Art Prints District Resources

455

456

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student knows that marches are used for different occasions: funeral, pageant, ceremony, celebration, military, protest.

State Goal	1,2,3
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) 2-3	Suggested Monitoring Procedures	Possible Resources
Title: Marching Group Size: entire class Materials: records, phonograph Procedure: . Play recordings of marches. Have students tell how the music makes them feel. Decide for what occasion the music may be used. Examples: Funeral: Pantomine(Comedians) - Kabalevsky Funeral March (2nd movement, symphony #3 - Beethoven) Pageant: Changing of the Guard - Bizet Ceremony: Pomp and Circumstance - Elgar Celebration: March (Summer Day Suite) - Prokofieff military: Stars and Stripes Forever - Sousa Washington Post - Sousa See also: list - walking/marching . Listen and move to marches. March in the style indicated by the music.	Ask students to decide what subjects a march excerpt is representing.	Bowmar Orchestral Library RCA - Adventures in Music Mod Marches - Hap Palmer Circus Time Spectacular Marches Marching Along Sound Off Greatest College Football Marches USA
		District Resources

457

458

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

459

460

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows that an opera is a play with music using song, costumes, dance and scenery.

State Goal	1,2,4
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: A Glimpse at the Opera Group Size: entire class Materials: recordings Procedure: . Listen to some excerpts of operas. Describe to the students the type of art forms that are seen in operas. Tell the stories of the operas. . Show pictures of opera activities and the scenery and costuming. . Invite a person who has worked in an opera to describe to the students what happens on and off stage. Examples of Opera Excepts: Coppelia (Delibes) Love of Three Oranges (Prokofieff) Aida (Verdi) Bartered Bride (Smethana) Madam Butterfly (Puccini) Carmen (Bizet) Amahl and the Night Visitors (Menotti) Hansel and Gretel (Humperdinck) The Little Sweep (Britten) The Magic Flute (Mozart)	Activities suggest procedures for monitoring.	Stories in Ballet and Opera (Bowmar Orchestral Library) Harvard Dictionary of Music The Milton Cross Complete Stories of the Great Operas Child's Introduction to Opera (Childcraft Album 38) See Bibliography: Opera District Resources

401

402

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Project: Write Your Own! Group Size: entire class Materials: songs, scenery materials, costumes Procedure: . Compose an operetta within the classroom. Have students write the libretto and songs. (The songs may be new verses to familiar melodies or even working in the complete familiar song!) Create scenery and costumes. Perform for another class or the entire school.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows that ballet is a theatre dance using costumes, scenery and music without singing or talking.

State Goal	1,2,4
District Goal	
Program Goal	1,5

Related Area(s) movement

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: A Glimpse at Ballet Group Size: entire class Materials: recordings Procedure: . Listen to some of the ballet music in the list below. Explain to students that ballet combines an additional art form of dance with that of music. Describe the stories that the ballet depicts. . Show pictures of ballet activities and scenery. . Ask students who are taking ballet or dance lessons to demonstrate and share their experiences. . Allow students free movement to ballet music. Have them try to depict the theme of the music and story. . If possible, visit the Ballet or have a professional come to the classroom and speak to the class. Examples of Ballet Music: The Nutcracker Suite (Tchaikovsky) Sleeping Beauty (Tchaikovsky) Ballet Suite Number One (Shostokovich) Billy the Kid (Copland) Rodeo (Copland) Faust Ballet Suite (Gounod) Firebird (Stravinsky) Cinderella (Prokofieff)	Students should be aware that ballet is an art form that combines music and dance. Before playing a listening selection ask the students to describe what may be seen on stage. After listening to the music, repeat the process.	Stories in Ballet and Opera (Bowmar Orchestral Library) Harvard Dictionary of Music Ballet Guide See Bibliography: Ballet District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Listening Mood and Expression

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that a composer creates mood by using musical elements: fast/slow, loud/soft, color, silence.	235	K-3					
. that melodies or songs may be bright and happy (usually major) or sad and thoughtful (usually minor).	239	K-3					
The student is able to:							
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

470

471

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows that a composer creates mood by using musical elements: fast/slow, soft/loud, color, silence, theme.

State Goal	1,2
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Special Themes Group Size: entire class Materials: recordings, stereo Procedure: . Composers often create a mood to go with a special theme. Listen to several selections of the same theme. Sing songs that fit into these theme sections. Example: Elephants 1. Selection of Carnival of the Animals (Saint Saens) 2. Baby Elephant Walk 3. One Elephant Went Out to Play Weather 1. Raindrops Keep Falling On My Head 2. Snowflakes are Dancing (Debussy) 3. I Hear Thunder Title: Theme Compositions Group Size: small groups Materials: Procedure: . Have students select a theme: snow, tigers, cars, headaches. Have the students compose pieces using instruments or environmental. Perform the pieces with explanations of why certain sounds were used.		District Resources

472

473

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Collage Theme Group Size: small group Materials: magazines, glue, paper Procedure: . Using magazine pictures, make a collage around a central theme. Have the students make a hum tune or nonsense syllable song to present with their collage. Perform the collage tune for the class. . Have students change the tempo of the song. Decide how this changes the mood. . Have students change the vocal quality as they sing. (high, heavy, light, low). Decide how this changes the mood.		William Tell Overture - Rossini Night on Bald Mountain - Mussorgsky Sorcerer's Apprentice - Dukus Rite of Spring - Stravinsky Pictures at an Exhibition - Mussorgsky Peer Gynt Suite - Grieg Firebird Suite - Stravinsky Nutcracker Suite - Tchaikovsky Grand Canyon Suite - Grofe Canon - Pachelbe
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows that a composer creates mood by using musical elements: fast/slow, soft/loud, color, silence, theme.

State Goal	1,2
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Commercials Group Size: entire class Materials: commercials, tape recorder, paper pencil Procedure: . Have students list commercials with songs on separate pieces of paper. Put these papers in a box. Have students select one and hum that tune to the class. The class must recognize it. Have students vary the tempo and dynamics. . Watch the "station break" time on T.V. Record the commercials and group by mood. McDonald's — Coca Cola Rice-A-Roni — Pepsi Oscar Mayer — 7-up Title: T.V. Themes Group Size: entire class, individuals Materials: television shows, t.v. set Procedure: . Listen to theme music from different television series. If unable to find recordings, have students listen at home. Divide the themes into areas of adventure, comedy, drama or others the students desire. Try to decide if the theme song fits the type of show. Rockford Files — Welcome Back Kotter Little House on the Prairie — Happy Days Laverne and Shirley M*A*S*H	Present the melody of commercial/television/movie theme songs to students. On paper have students identify the mood of the theme song.	District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Soundtracks **Group Size:** entire class **Materials:** film soundtracks Procedure: Listen to soundtracks from films that the students know. Discuss what the students heard. Decide what types of techniques the composer uses to emphasize the happenings in the movie.		Walt Disney Films/Records Wizard of Oz Fiddler on the Roof The Sting Jaws Rocky 2001: A Space Odyssey
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows the characteristics of melody: happy and bright (usually Major) or sad and thoughtful (usually Minor).

State Goal	1,2
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Moods Happy and Sad Group Size: entire class Materials: songs Procedure: . Sing songs that express a particular mood. Sing the song with appropriate expression. Happy and bright If You're Happy and You Know It Old MacDonald Sad and Thoughtful Hey Ho Nobody Home All the Pretty Little Horses . Sing the songs using the opposite expression. . "Rewrite" songs to show the mood change. Example: "If You're Happy and You Know It" If you're sad ... Give a sniff. If you're tired ... Give a yawn. If you're mad ... stamp about. . Listen to records of instrumental music. Have students discover the mood expressed. (see listening list) . Use movements that help express the mood of the piece. (smooth, sharp, hard, soft, fast, slow)		District Resources

480

481

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Create A Mood Group Size: small groups Materials: tape recorder, sound sources Procedure: . Using a cassette tape recorder, have students compose pieces illustrating different moods. Allow students to use any instrumental, invironmental or vocal sound to express the mood. Record. Playback the pieces. Decide how the piece made the class feel. Title: Poetry Group Size: small groups Materials: poem books, sound sources, tape recorder Procedure: . Have the students find and read poetry that expresses moods. . Create instrumental or vocal accompaniments for the poetry. Decide upon a way to write the "music" down so that the poem may be accompanied again later. Record and playback the composition. Title: Sunset Sky Group Size: individual/pairs Materials: butcher paper, water colors, black paper, scissors, glue Procedure: . Show various pictures of sunsets. Talk about colors and mood. Create a sunset by painting a water color background on wet paper. When dry apply cut-out silhouettes of black construction paper against the sky background. Examples: desert dunes, skips and sails, mountains.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows that a composer creates mood by using musical elements: fast/slow, soft/loud, color, silence, theme.

State Goal	1,2
District Goal	
Program Goal	1,5

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Face Cards
Group Size: entire class
Materials: cards with faces

Procedure:

- Choose particular songs to express mood. Use the melody, rhythm and words of the songs to discover the moods. Be sure to use songs that are fast, slow, soft and loud. These songs will indicate different moods.
- Have students draw individual face cards to express different moods. Sing or listen to a song and have students hold up the cards that show the mood.

Happy: Whistle While You Work
Kookaburra
Pop Goes The Weasel
Little White Donkey-Ibert

Sad: Edelweiss
Kum Ba Yah
Budlo-Mussorgsky

Scary: Ghost of John
Hall of the Mountain King-Grieg

Peaceful: Hush Little Baby
Brahms Lullaby
The Swan-Saint Saens

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Suggested Monitoring Procedures

As students listen to musical selections, have them record on paper the moods of the song or piece, the tempo (fast/slow) and dynamics (soft/loud).

Possible Resources

Really Rosie

Free to Be You and Me

District Resources

485

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Guess the Theme Group Size: entire class Materials: records Procedure: . Select an instrumental piece of music. Play it for the students without indicating the title or theme. Ask students to guess what they think the composer intended. Check the title. Decide why the composer wrote the piece as he did. Title: Movement in Moods Group Size: entire class Materials: records, stereo Procedure: . Have students move to musical selections. Have them move as the mood of the music expresses. . Listen for the instruments used. Decide how to move to the instruments heard. Discuss why the composer may use the instruments chosen. Examples: Peter and the Wolf Flight of the Bumblebee Grand Canyon Suite		Carnival of the Animals - Saint Saens LaMer - Debussy Water Music - Handel
		District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Music

SPECIFIC AREA: Listening Careers

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. career opportunities exist in the following areas of music: performance, composition, publication, recording, education, church music, musicology, construction and repair of instruments, music therapy, critic, DJ, music store owner or clerk.	225	K-3					
The student is able to:							
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

489

490

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows career opportunities exist in the following areas of music: performance, composition, publication, recording, education, church music, musicology, construction and repair of instruments, music therapy, critic, disc jockey, music supplier.

State Goal	1,8,10
District Goal	
Program Goal	1

Related Area(s) Career Education

Suggested Activities: Grade(s) K-3	Suggested Monitoring Procedures	Possible Resources
Title: Invitations Group Size: entire class Materials: resource persons Procedure: . Invite people associated with any of the above careers into the classroom to discuss their jobs, training and hobbies. . Write "newspaper articles" about the visitors. Title: On the Air! Group Size: entire class/small group Materials: tour materials Procedure: . Tour a local television or radio station. Ask the people there to explain how tapes, radio logs, commercials and recordings are made and used. If visiting a popular music station ask how the "top ten" is chosen. . Write reports about the tour. . Create and perform the classes own radio program. Make call letters, commercials, songs, newscasts and radio games. Tape the show.	Activities suggest any needed monitoring procedures.	Careers in Music (SPI, March 1974) Career Opportunities in Music Careers In .... - Institute for Research Careers and Opportunities in Music **District Resources**

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492

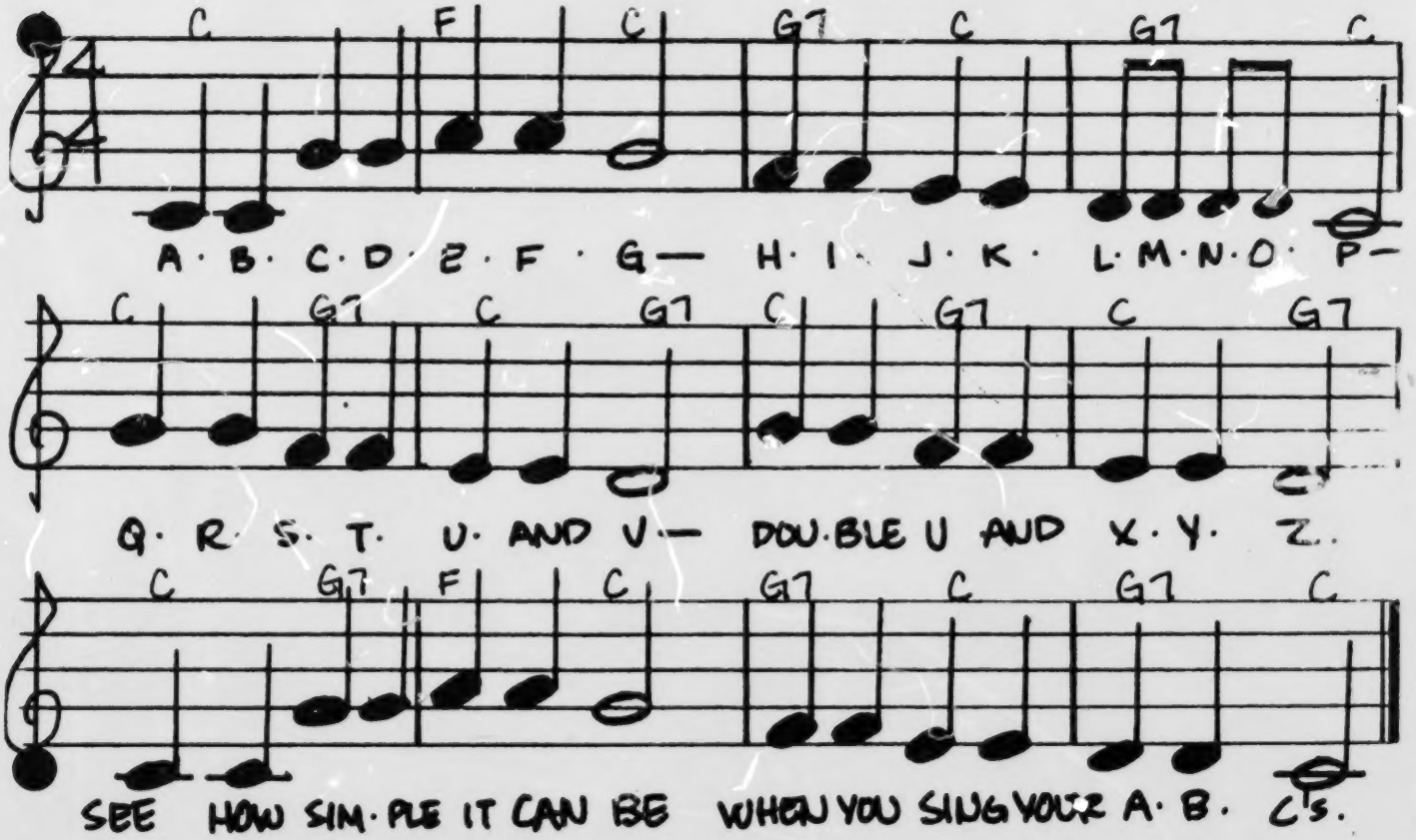
Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Title: Read All About 'Em Group Size: entire class, individuals Materials: biographies Procedure: . Read to the class or have students read books about famous people associated with music careers. . Have students write and perform short plays about the lives of famous individuals. Title: Write On Group Size: individuals Materials: paper, envelopes Procedure: . Have students write letters to composers asking them to explain their career and preparations for their career. . Have students write to Music Publishing Houses for information on careers in publishing. These companies may also give information in regards to how music is edited, copyrighted, prepared for printing and distributed. (See address sheet.)		The First Book of Music Great Composers filmstrips (EAV) Composers Posters (RCA)
		District Resources

RESOURCE APPENDIX

SONG SAMPLES

ABC Song: SLMD, SFMRD 249
All the Pretty Little Horses: jump, down, minor 251
Around the Ring: SMD, game song 253
Bear Went Over the Mountain: fermata, changing verses 255
Bingo: Low sol to do, inner hearing 257
Boom-a-Chick-a-Boom: steady beat, changing verse 259
Catalina Madalina: Low sol to do, stays same, verse/chorus, changing verses 261
Clap Your Hands: D-S, skip, MRD 265
Did You Ever See a Lassie?: DMS, action song, MD 269
Dip, Dip and Swing: minor, ostinato, low sol to do, round 271
Eensy Weensy Spider: finger play, DRM 273
Ghost of Tom: minor, up SFMRD 275
Ghost of Tom: examples of augmented note values 277
Head and Shoulders: action song, inner hearing, DMSD, SFMRD 279
Hey Ho - Nobody Home: minor, DRM, SFMRD, round 281
If You're Happy: stays same, skips, low sol to do, rest 283
I'm Goin' to Leave: round, ostinato, low sol, do, mi sol, call response 285
In a Cottage: low sol to do, action song, inner hearing, jumps, octave 287
John Jacob: dynamics, down 289
Looby Lou: game song, SFMRD, stays same, DMS, changing verses 291
Mary Had a Baby: DRM, MRD, up, pentatonic 293
Muffin Man: skips, tone matching 295
Music Shall Live: round, skips, sequence 297
My Bonnie: action song, jump, lines 1 and 3 same, verse/chorus 300
Noble Duke of York: low sol to do, action song, MRD, up 304
Oh Susanna: lines 2 and 4 same, verse/chorus, repeat sign 306
Old MacDonald: MRD, stays same, skips, changing verses, pentatonic 308
Polly Wolly Doodle: verse/chorus, MRD, lines alike (rhythm) 310
She'll Be Coming 'Round the Mountain: changing verses, sequence, SFMRD 314
Skip to My Lou: DMS, Lines 1 and 3 alike, MRD 316
Star Light, Star Bright: SM, SLM 318
Taffy: scale song, octave 320
This Old Man: up, MRD 322
Yankee Doodle: up, down, skips 324

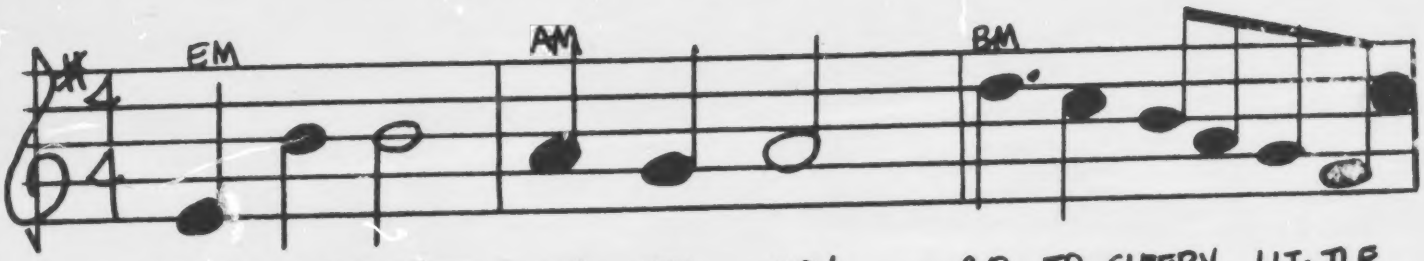
A·B·C SONG



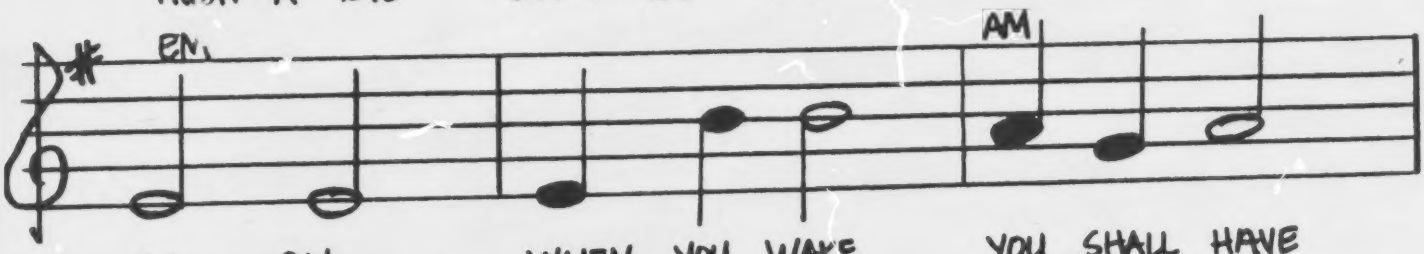
WORDS TO SAME MELODY:

TWINKLE, TWINKLE LITTLE STAR
HOW I WONDER WHAT YOU ARE.
UP ABOVE THE WORLD SO HIGH.
LIKE A DIAMOND IN THE SKY.
TWINKLE, TWINKLE LITTLE STAR
HOW I WONDER WHAT YOU ARE.

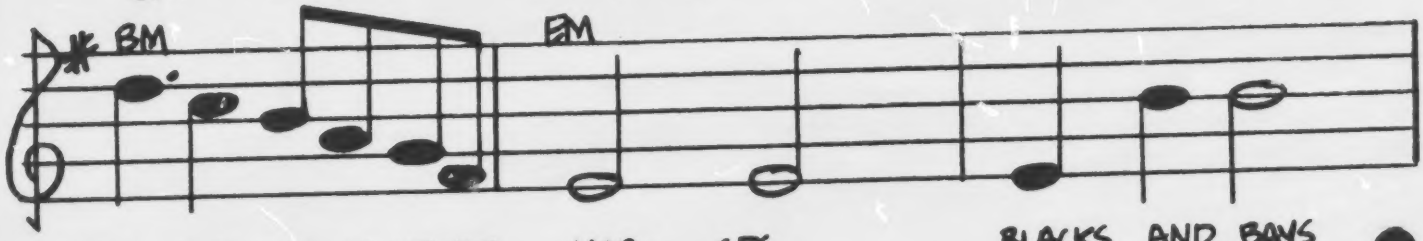
ALL THE PRETTY LITTLE HORSES



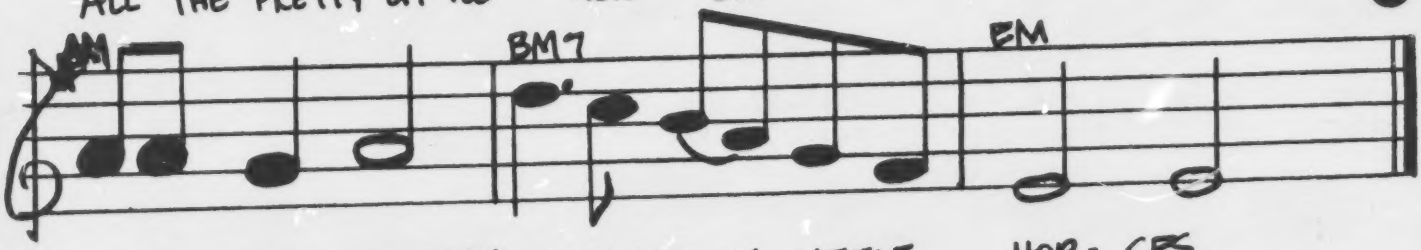
HUSH - A - BYE DON'T YOU CRY GO TO SLEEPY LIT - TLE



BA - BY. WHEN YOU WAKE YOU SHALL HAVE



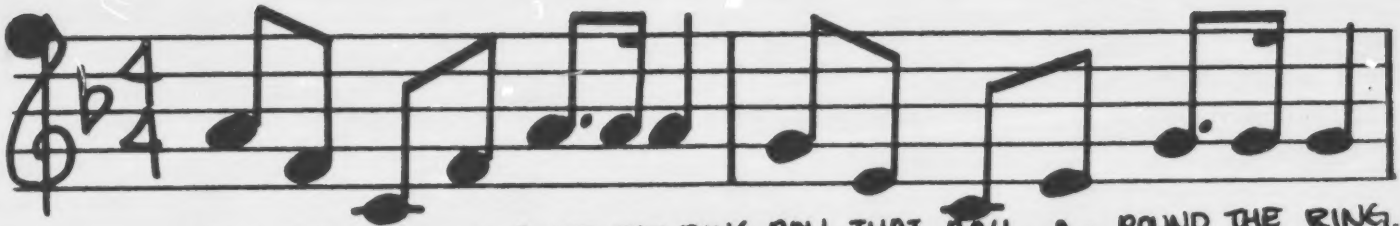
ALL THE PRETTY LIT - TLE HOR - SES BLACKS AND BAYS



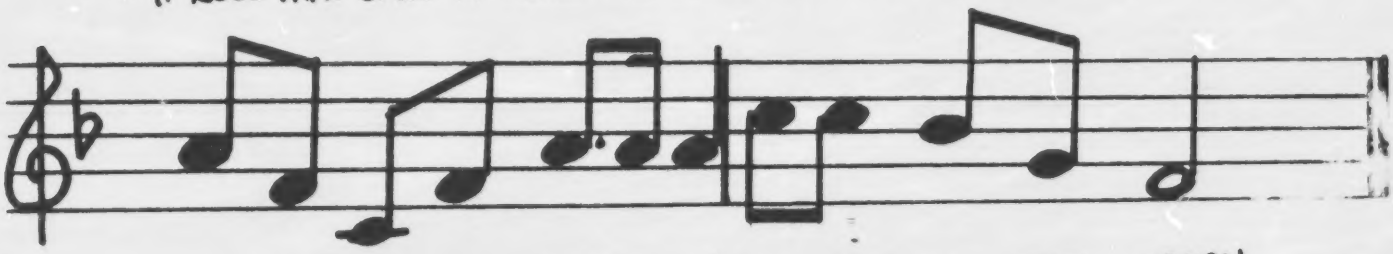
DAP - PLES AND GRAY COACH AND SIX LITTLE HOR - SES.

AROUND THE RING

CIRCLE GAME



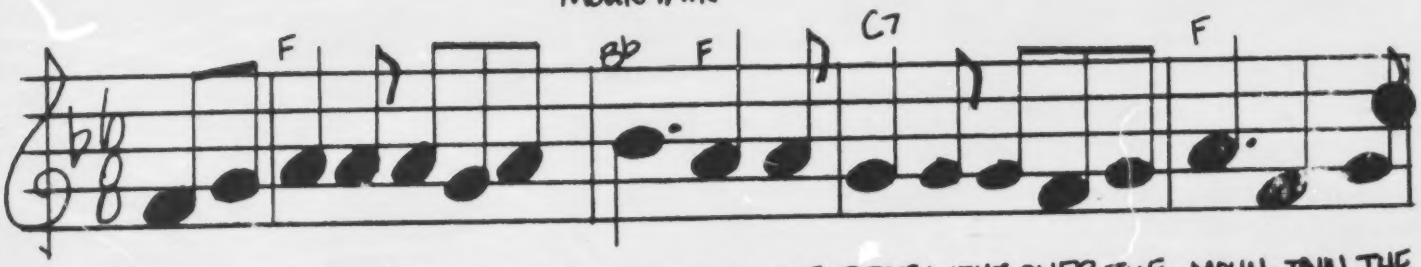
1. ROLL THAT BALL A-ROUND THE RING. ROLL THAT BALL A- ROUND THE RING.



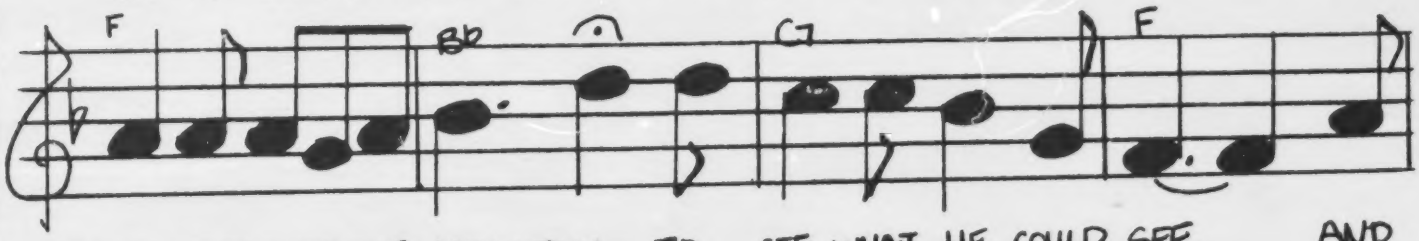
ROLL THAT BALL A – ROUND THE RING EARLY IN THE MORN.

2. PUSH
3. PASS
4. HAND

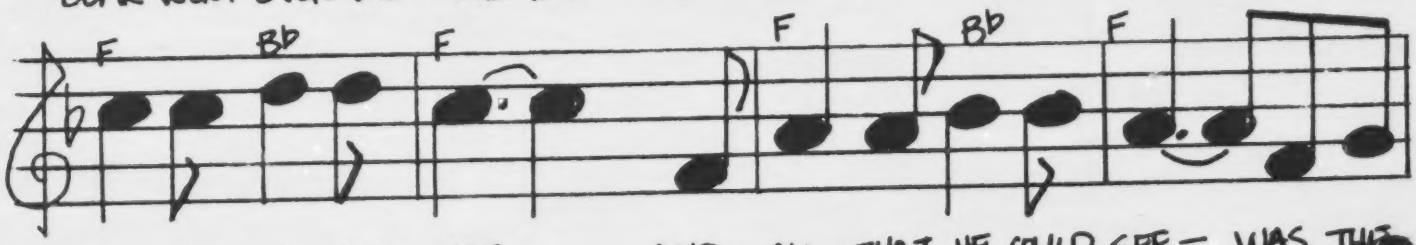
THE BEAR WENT OVER THE MOUNTAIN



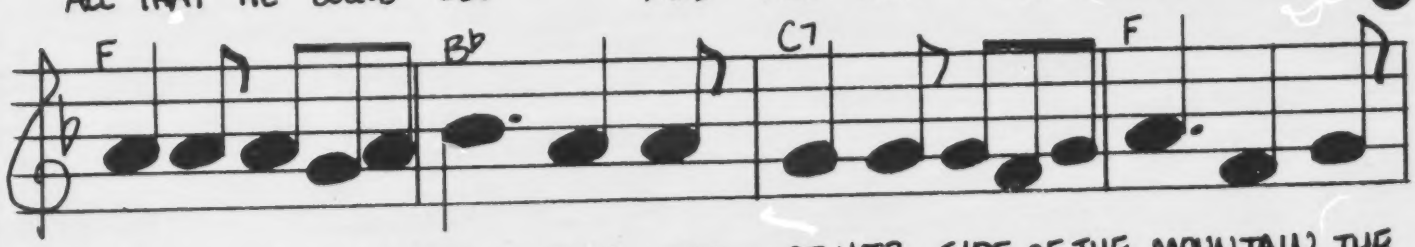
OH THE BEAR WENT OVER THE MOUN·TAIN, THE BEAR WENT OVER THE MOUN·TAIN, THE



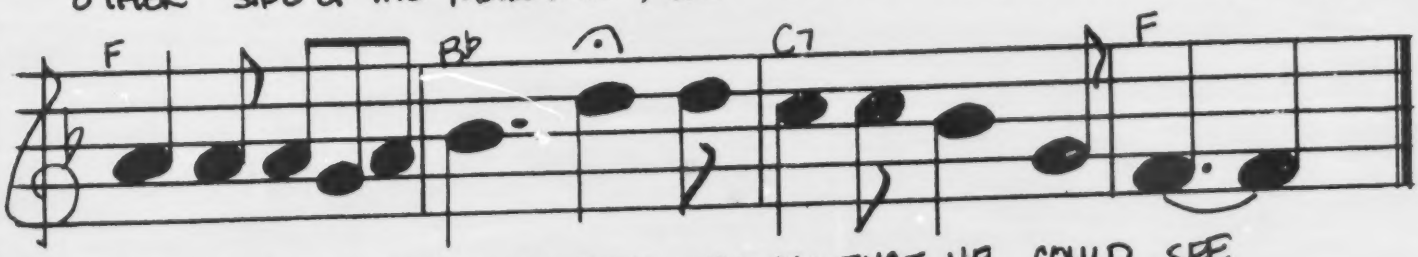
BEAR WENT OVER THE MOUNTAIN— TO SEE WHAT HE COULD SEE. AND



ALL THAT HE COULD SEE— AND ALL THAT HE COULD SEE— WAS THE

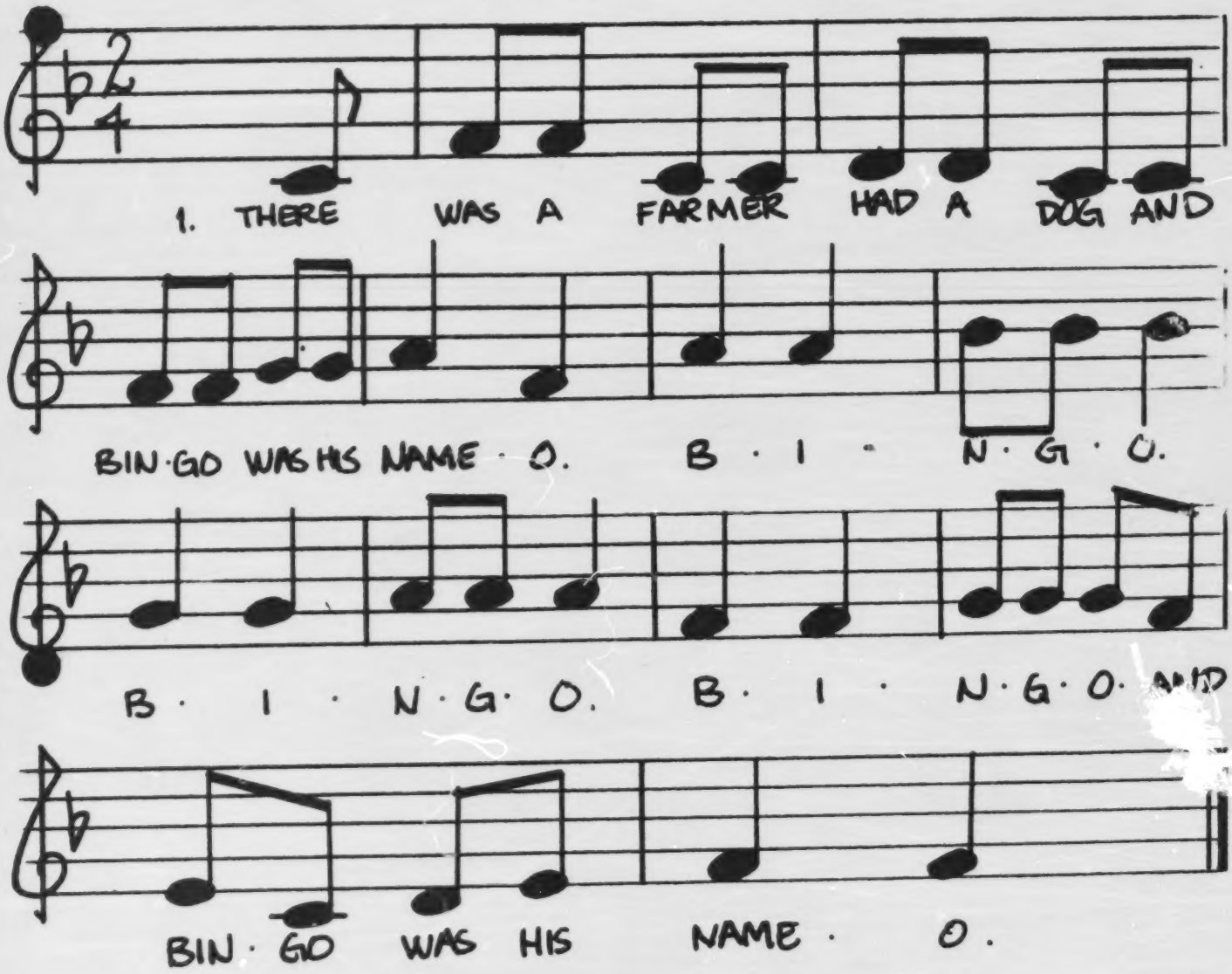


OTHER SIDE OF THE MOUNTAIN, THE OTHER SIDE OF THE MOUNTAIN, THE



OTHER SIDE OF THE MOUN·TAIN— WAS ALL THAT HE COULD SEE.

BINGO



LEAVE OUT ONE LETTER EACH VERSE

2. (X) I N GO...
3. (X)(X) N GO...
4. (X)(X)(X) GO...

Boom-a-Chick-a-Boom steady beat call-response chant

Keep steady beat throughout by tapping knees and clapping hands
Chant in a swinging style.

Leader: I said a Boom-a-Chick-a-Boom
Group : repeat
Leader: I said a Boom-a-Chick-a-Boom
Group : repeat
Leader: I said a Boom-a-Chick-a-Rack-a-Chick-a-Rack-a-Chick-a-Boom
Group : repeat
Leader: Oh yeah!
Group : Oh yeah!
Leader: One more time
Group : One more time
Leader: Real _____.

Suggestions for "Real _____ "

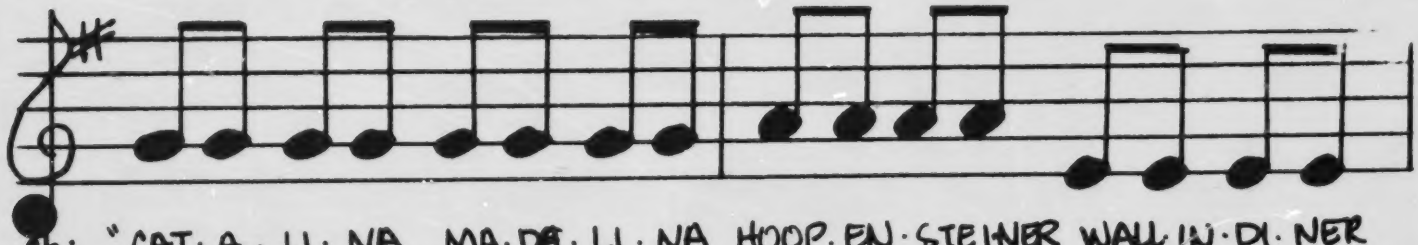
fast	loud
slow	soft
high	hopping on one foot
low	silently

(the verses may also express mood: happy, sad, mad, sleepy)

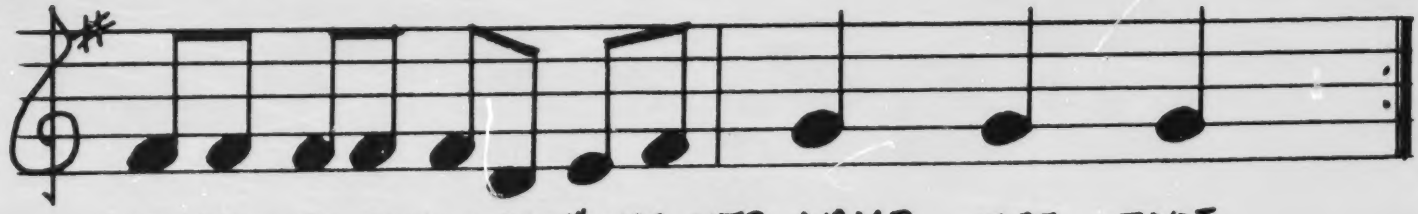
CATALINA MADALINA

1. THERE WAS A FUNNY GIRL AND SHE HAD A FUNNY NAME. SHE

GOT IT FROM HER FATHER JUST THE SAME - SAME - SAME.



Ch: "CAT·A·LI·NA MA·DE·LI·NA HOOP·EN·STEINER WALL·IN·DI·NER



HO·GAN BO·GAN LO·GAN" WAS HER NAME. TOOT. TOOT.

2. She had ten hairs on the top of her head
   Five were alive and the other five were dead.

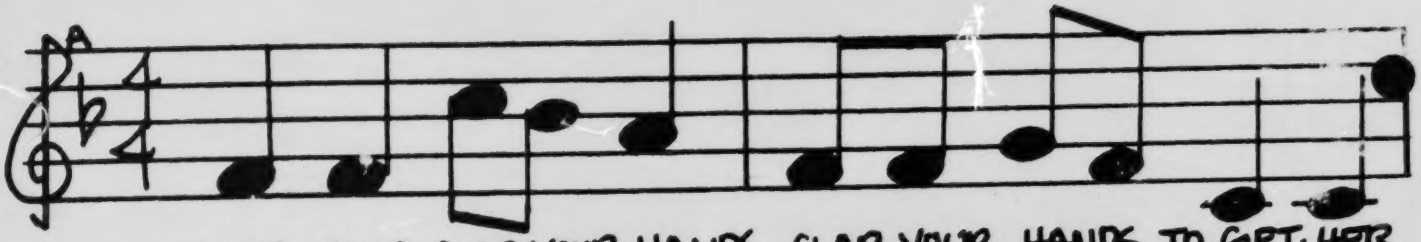
3. She had two eyes in the middle of her head
   One was glass and the other one was lead.

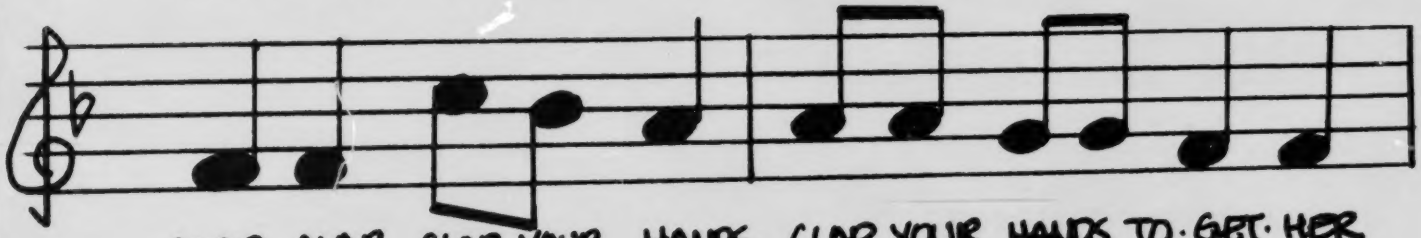
4. Her eyes stuck out like sails on a boat
   Her adams-apple wandered up and down her throat.

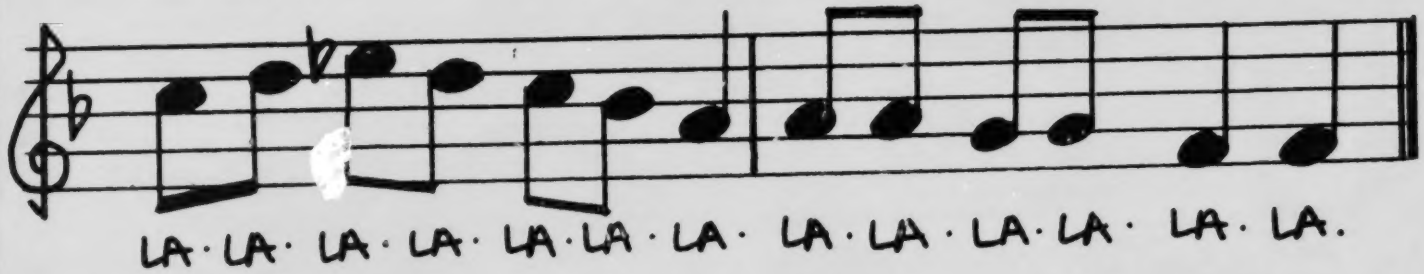
5. She had two teeth in the middle of her mouth
   One pointed North and the other pointed South.

6. One day a truck hit poor Catalina
   The driver had to buy a new machina.

CLAP YOUR HANDS







1. ADD EXTRA VERSES: STAMP FEET, TAP KNEES
2. JOIN HANDS IN CIRCLE ON "LA" SECTION. (B SECTION)

Old Joe Clarke

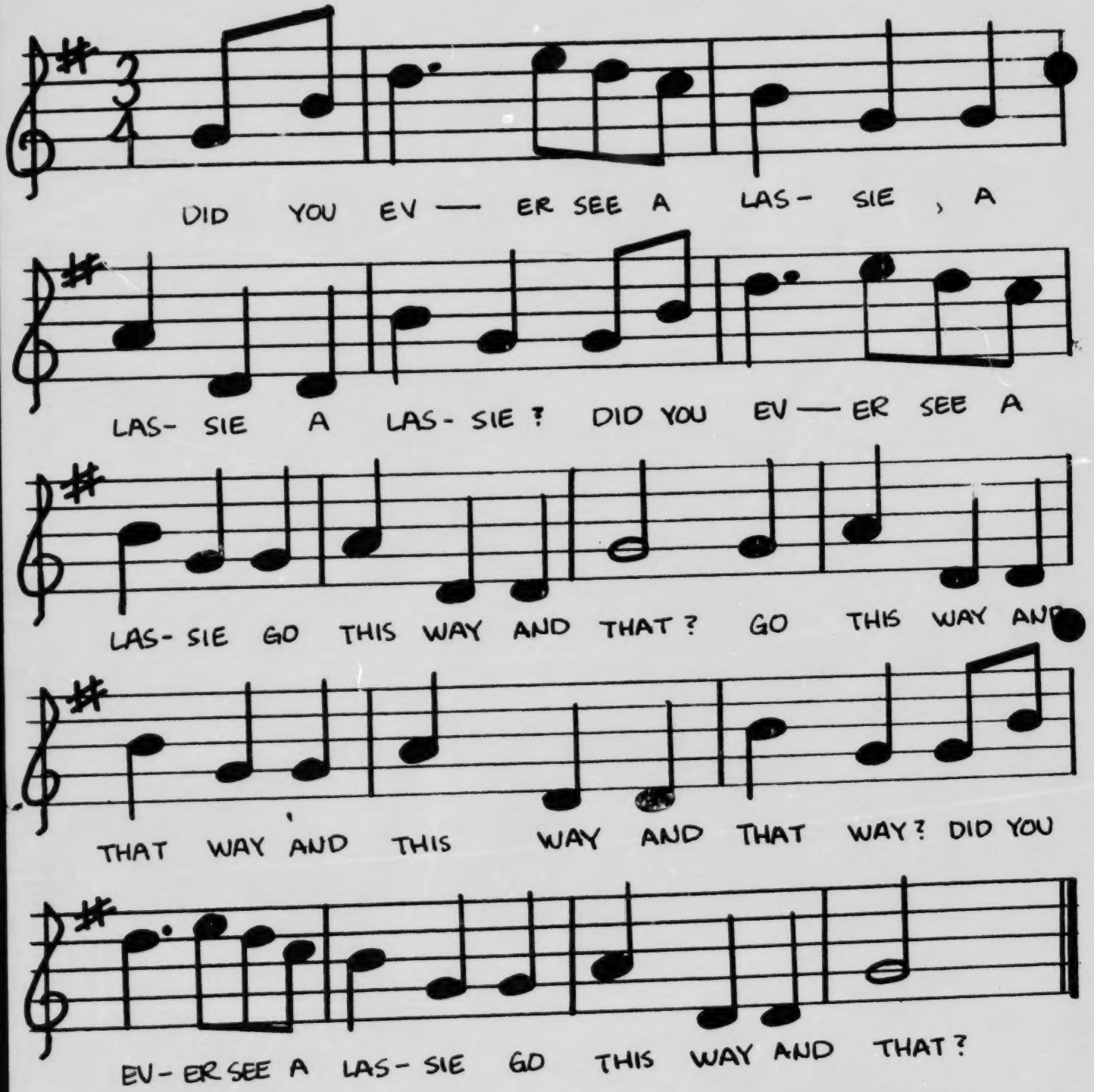
1. Old Joe Clarke he built a house.
   Took him 'bout a week.
   He built the floors above his head
   The ceilings under his feet.

2. Old Joe Clarke he had a dog
   Like none you've ever seen.
   With floppy ears and curly tail
   And six feet in between.

3. Old Joe Clarke he had a girl,
   With name of Betty Lou
   She had two biggest brownest eyes
   (Her other two were blue!)

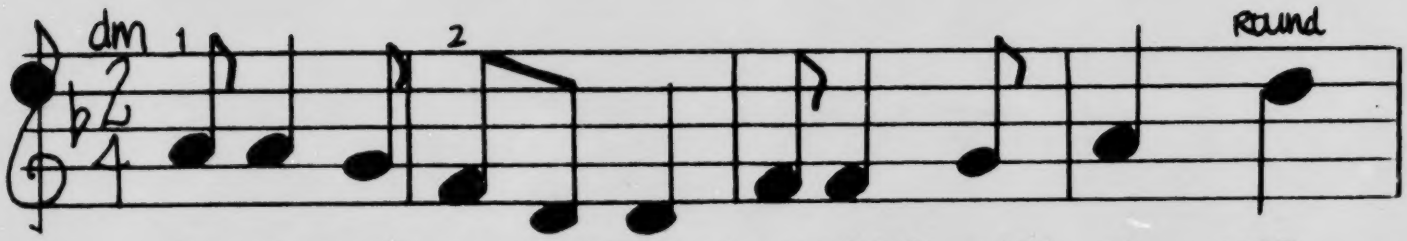
   Chorus:
   Rock-a-rock, Old Joe Clark.
   Rock-a-rock, I'm gone
   Rock-a-rock, Old Joe Clarke.
   So Long Lucy Long.

DID YOU EVER SEE A LASSIE?

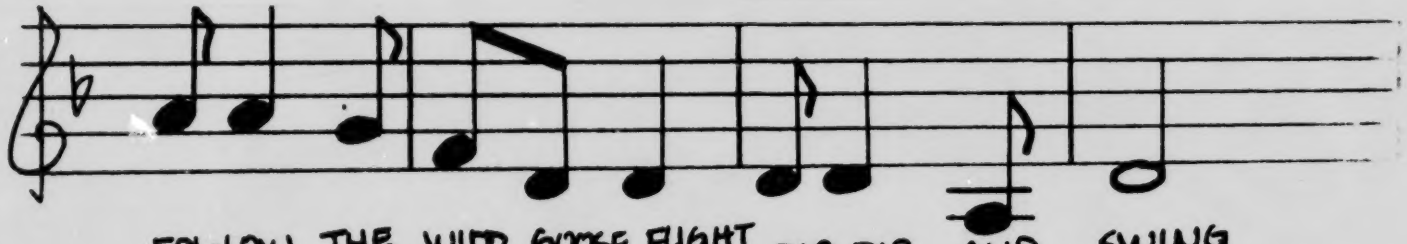


— traditional

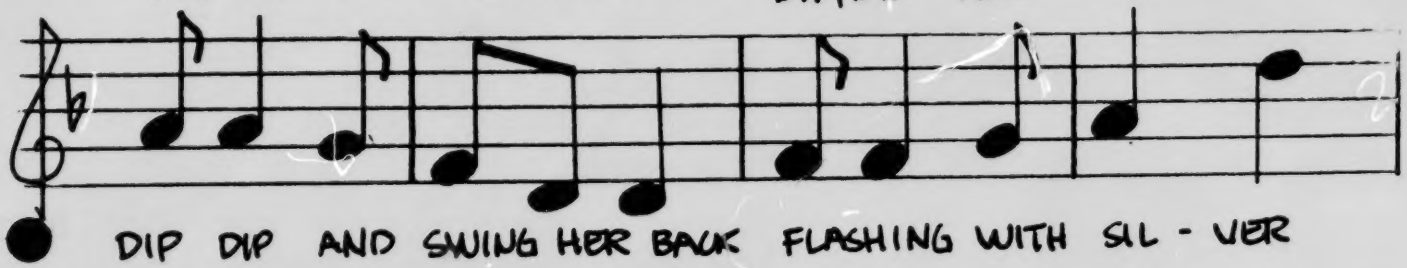
DIP DIP AND SWING



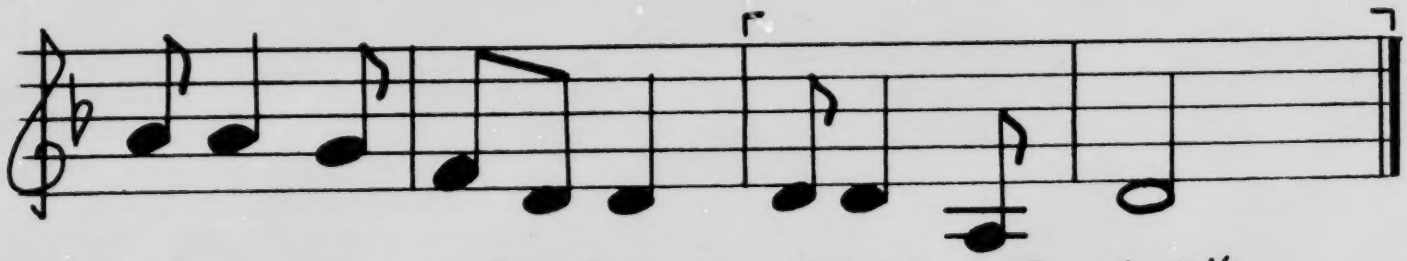
MY PAD-DLE'S CLEAN AND BRIGHT FLASHING WITH SIL - VER



FOL-LOW THE WILD GOOSE FLIGHT DIP, DIP AND SWING

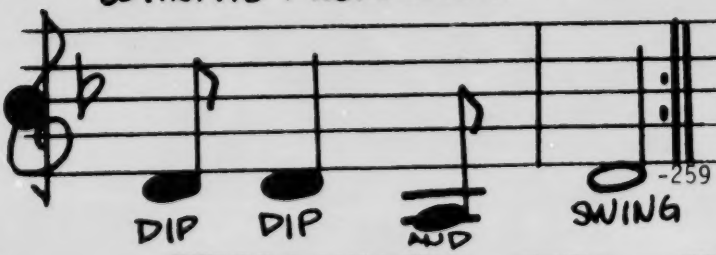


DIP DIP AND SWING HER BACK FLASHING WITH SIL - VER

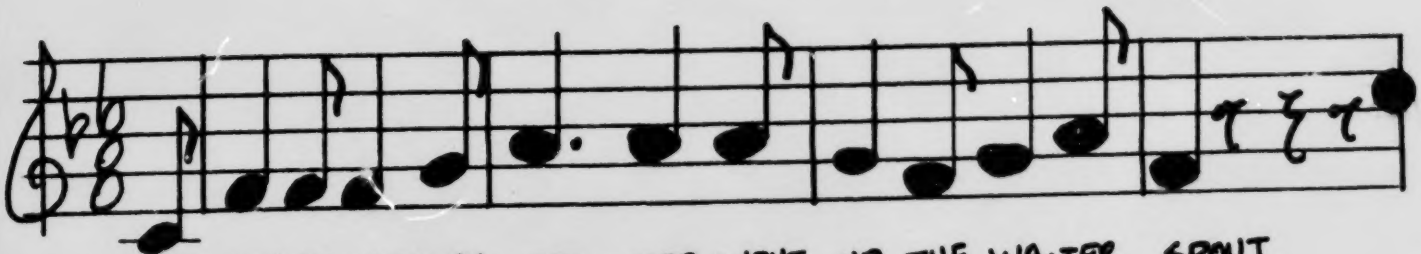


FOL-LOW THE WILD GOOSE FLIGHT DIP, DIP AND SWING.

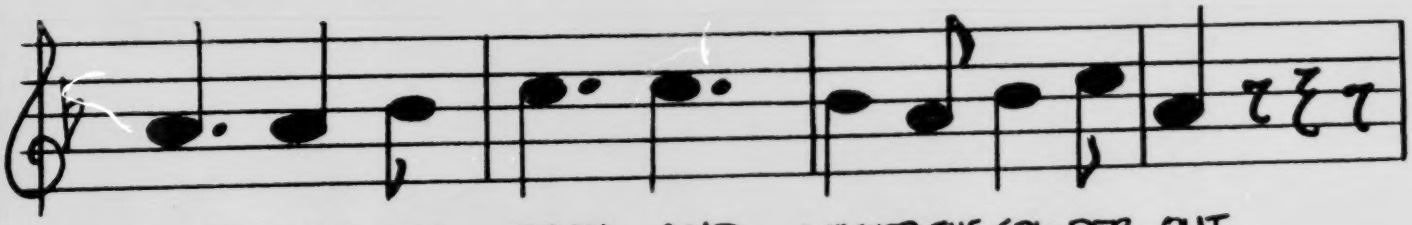
OSTINATO FROM SONG



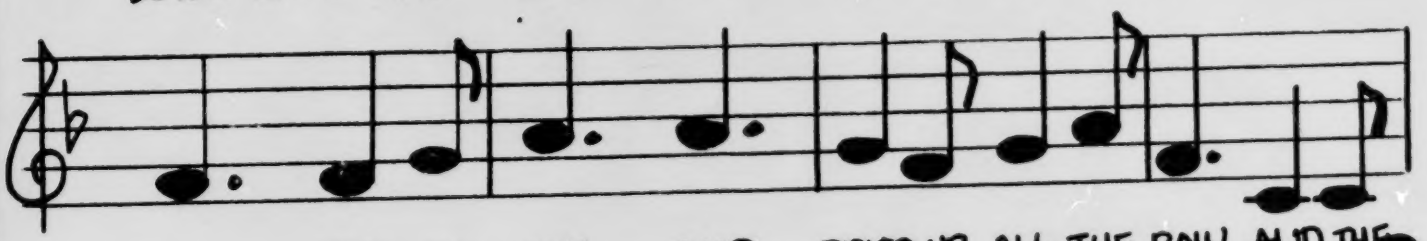
EENSY WEENSY SPIDER



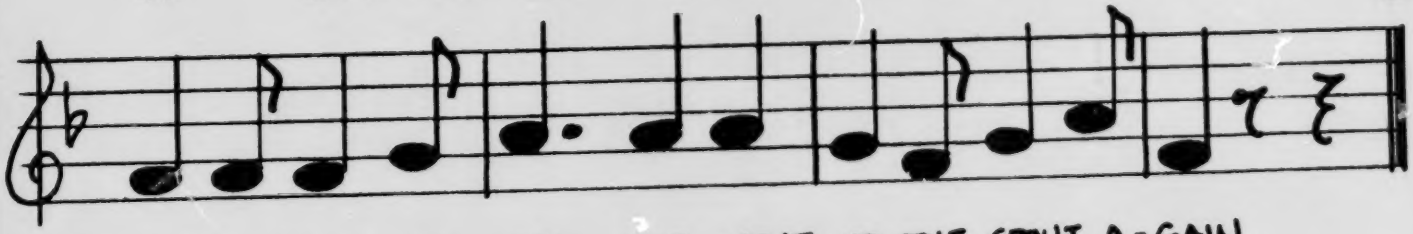
THE EEN-SY WEEN-SY SPI - DER WENT UP THE WA-TER SPOUT.



DOWN CAME THE RAIN AND WASHED THE SPI-DER OUT.



UP CAME THE SUN AND DRIED UP ALL THE RAIN, AND THE



EEN-SY WEEN-SY SPI- DER WENT UP THE SPOUT A-GAIN.

GHOST OF TOM

4-part round

1 eminor

HAVE YOU SEEN THE GHOST OF TOM?

2

LONG WHITE BONES WITH THE REST ALL GONE

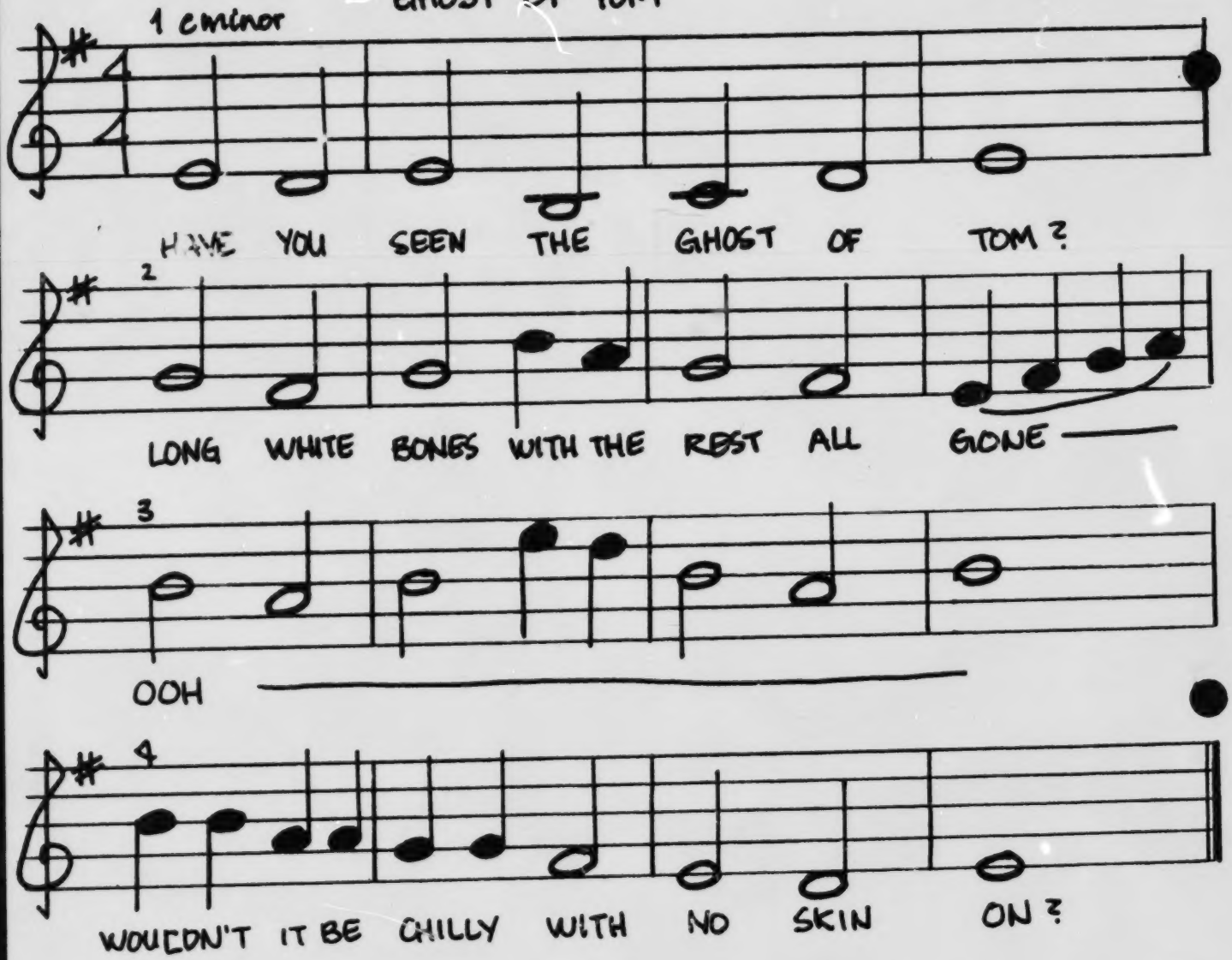
3

OOH

4

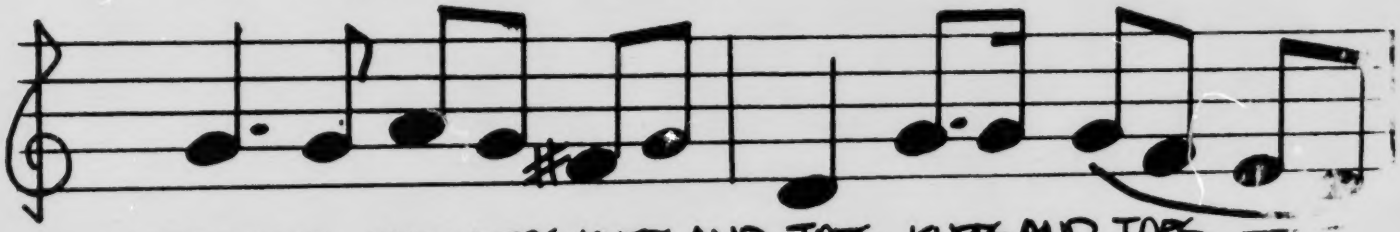
WOULDN'T IT BE CHILLY WITH NO SKIN ON?

GHOST OF TOM

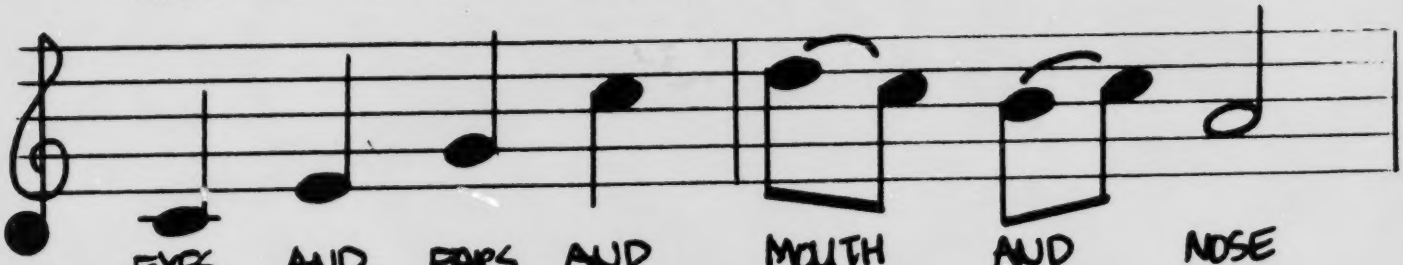

1 c minor
HAVE YOU SEEN THE GHOST OF TOM?
2
LONG WHITE BONES WITH THE REST ALL GONE
3
OOH
4
WOULDN'T IT BE CHILLY WITH NO SKIN ON?

HEAD AND SHOULDERS

HEAD AND SHOULDERS KNEES AND TOES, KNEES AND TOES.



HEAD AND SHOULDERS KNEES AND TOES, KNEES AND TOES —

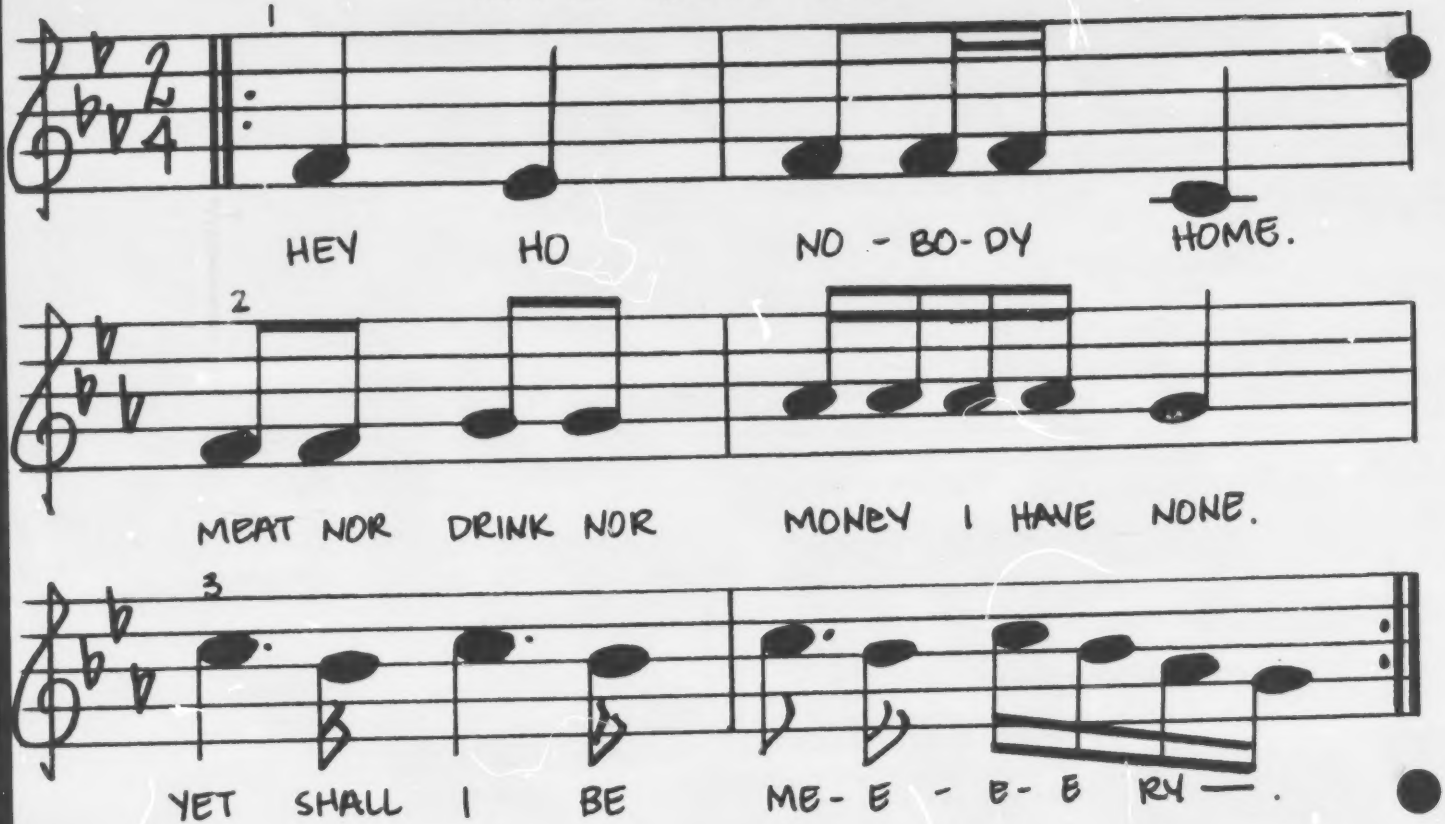


EYES AND EARS AND MOUTH AND NOSE

HEAD AND SHOULDERS KNEES AND TOES KNEES AND TOES.

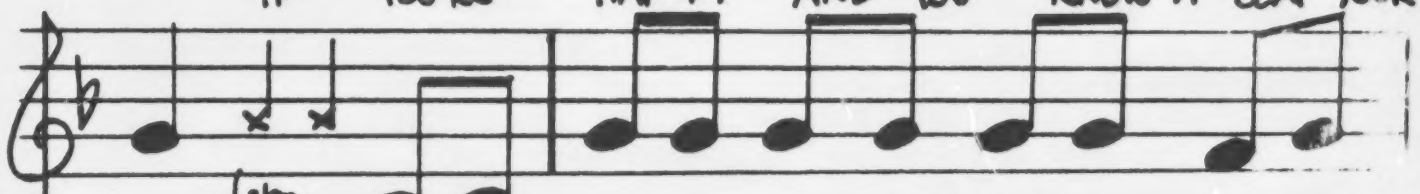
LEAVE OUT ONE BODY PART EACH VERSE. AT END OF SONG CLASS SHOULD BE DOING MOTIONS SILENTLY.

HEY HO-NOBODY HOME

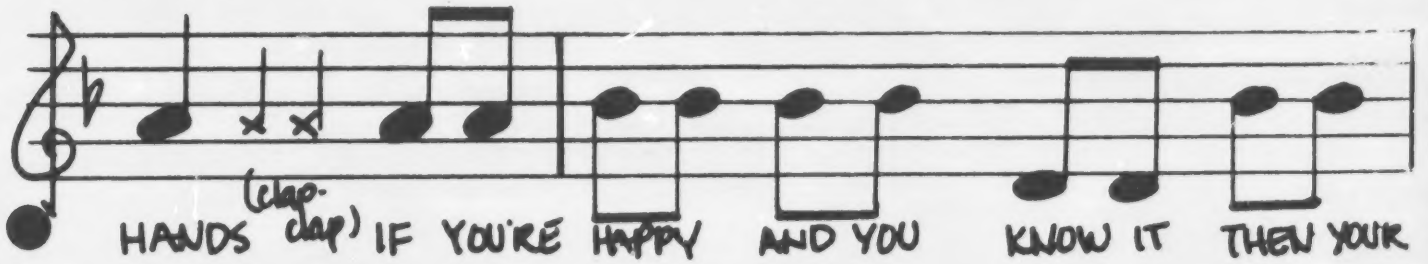


IF YOU'RE HAPPY

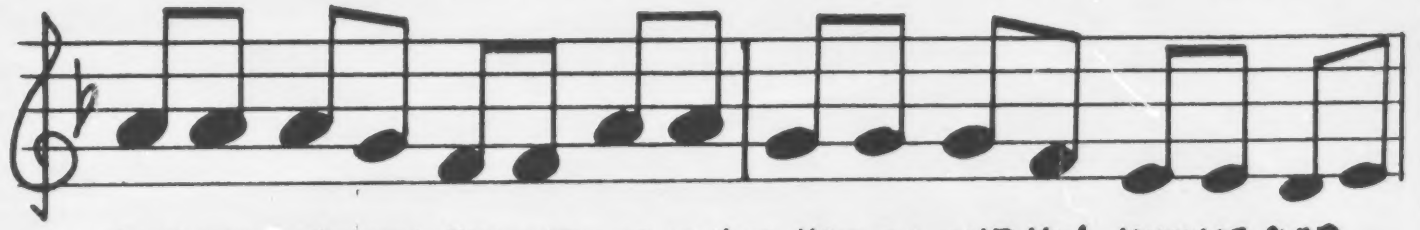
IF YOU'RE HAP-PY AND YOU KNOW IT CLAP YOUR



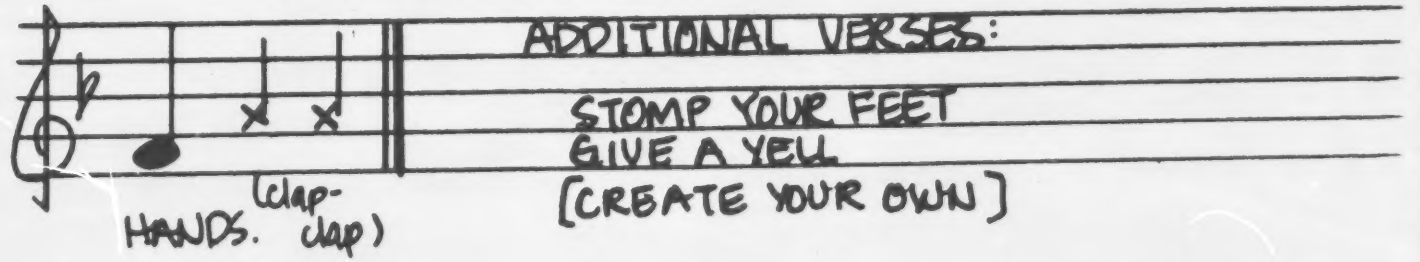
HANDS. (clap-clap) IF YOU'RE HAP-PY AND YOU KNOW IT CLAP



HANDS (clap-clap) IF YOU'RE HAPPY AND YOU KNOW IT THEN YOUR



FACE WILL SURELY SHOW IT IF YOU'RE HAP-PY AND YOU KNOW IT CLAP YOUR

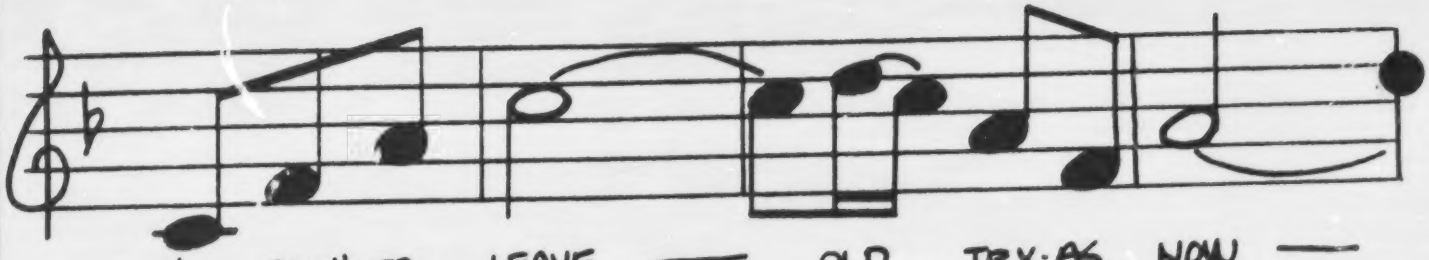


HANDS. (clap-clap)

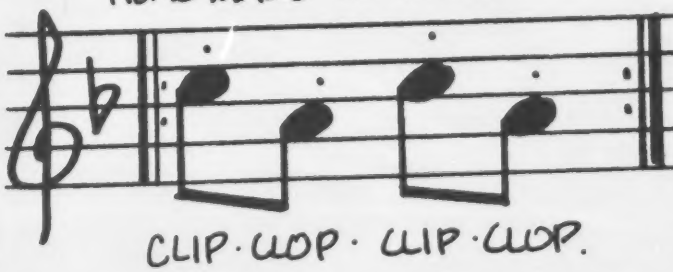
ADDITIONAL VERSES:

STOMP YOUR FEET
GIVE A YELL
[CREATE YOUR OWN]

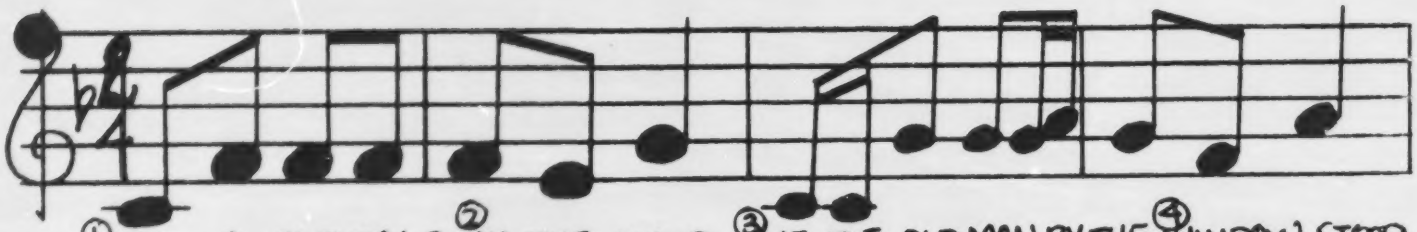
I'M GOIN' TO LEAVE



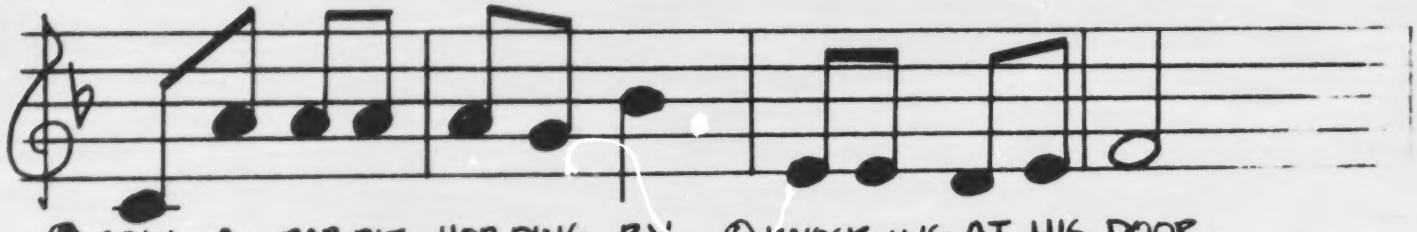
HOME-MADE OSTINATO



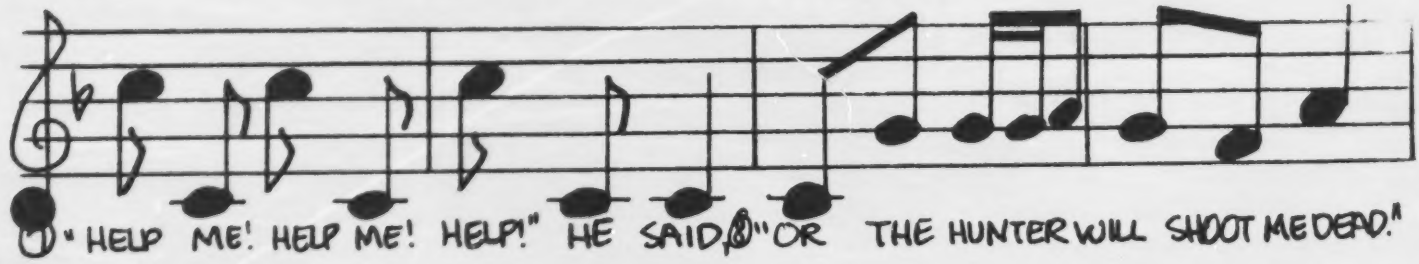
IN A COTTAGE



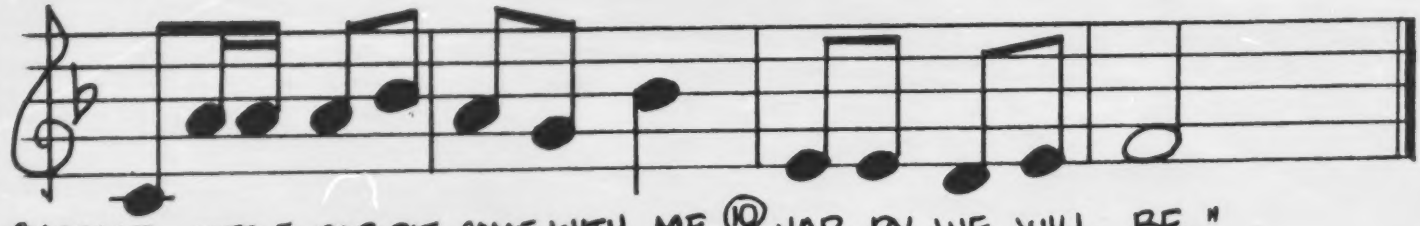
① IN A COT-TAGE ② IN THE WOOD ③ LIT-TLE OLD MAN BY THE ④ WINDOW STOOD.



⑤ SAW A RAB-BIT HOP-PING BY ⑥ KNOCK-ING AT HIS DOOR.



⑦ "HELP ME! HELP ME! HELP!" HE SAID, ⑧ "OR THE HUNTER WILL SHOOT ME DEAD."

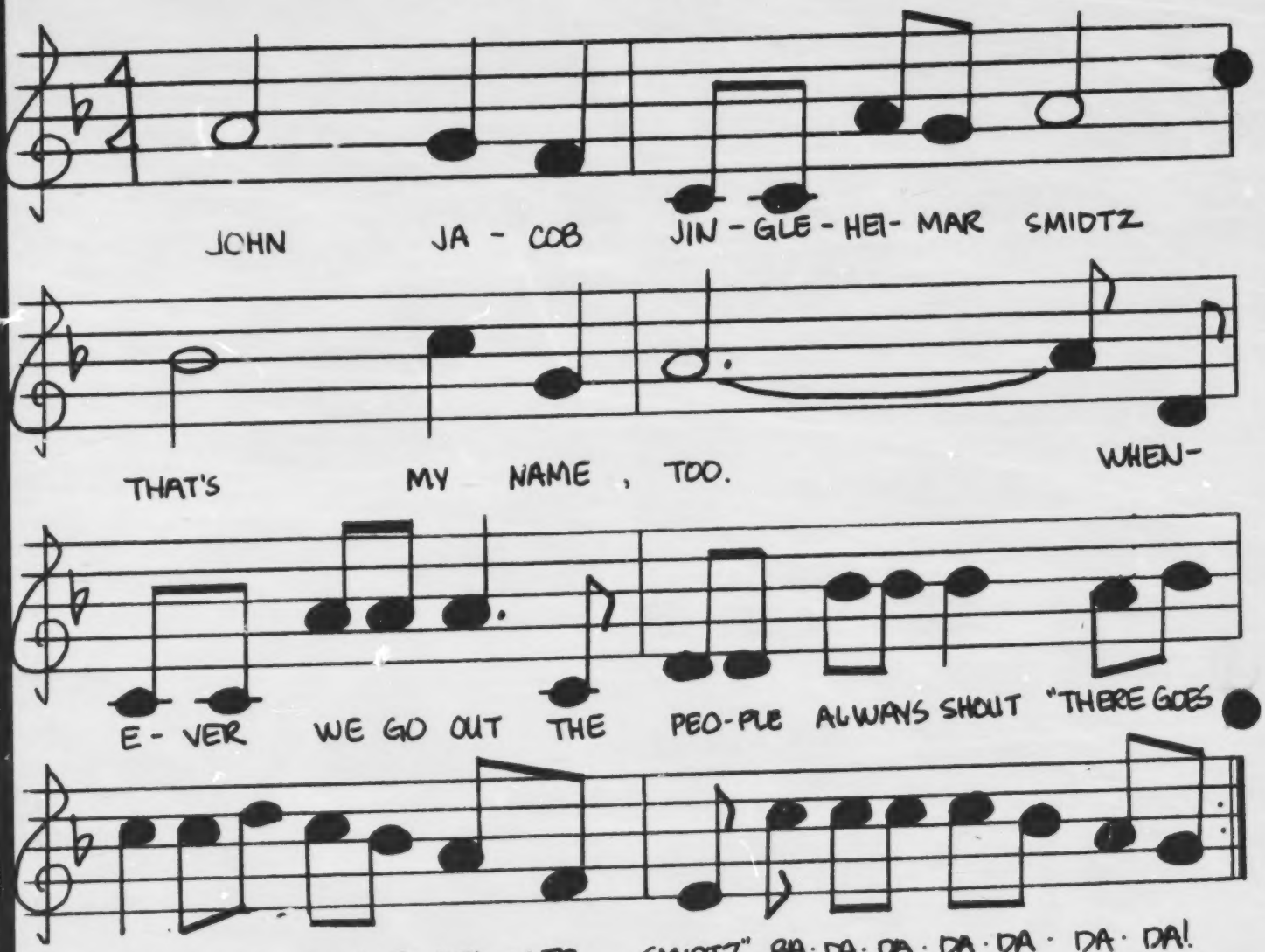


⑨ "COME, LITTLE RAB-BIT, COME WITH ME. ⑩ HAP-PY WE WILL BE."

THE FOLLOWING MOTIONS CORRESPOND WITH THE NUMBERS ABOVE. LEAVE OUT A LINE OF SINGING, DOING THE MOTIONS IN ITS PLACE. EVENTUALLY DO ENTIRE SONG SILENTLY.

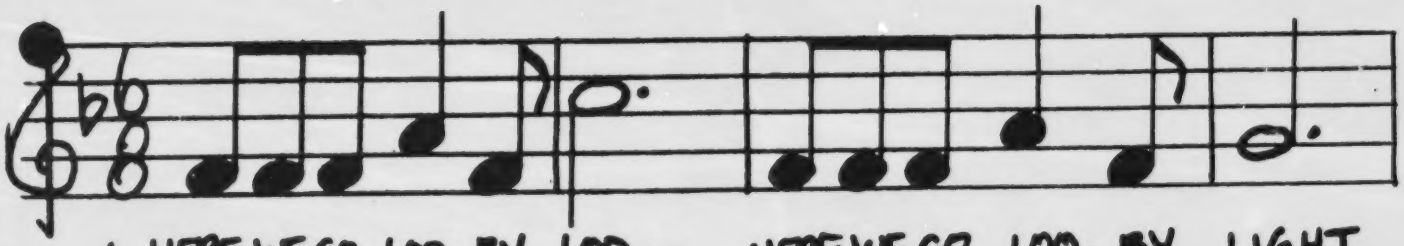
① OUTLINE COTTAGE
② MAKE TREE WITH HANDS
③ MAKE "SMALL" SIGN
④ MAKE "EYEGLASSES" WITH FINGERS
⑤ HOLD UP RABBIT EARS AND HOP
⑥ KNOCKING MOTION
⑦ THROW UP ARMS
⑧ SHOOTING MOTION
⑨ MOTION TO ENTER
⑩ STROKE RABBIT

JOHN JACOB

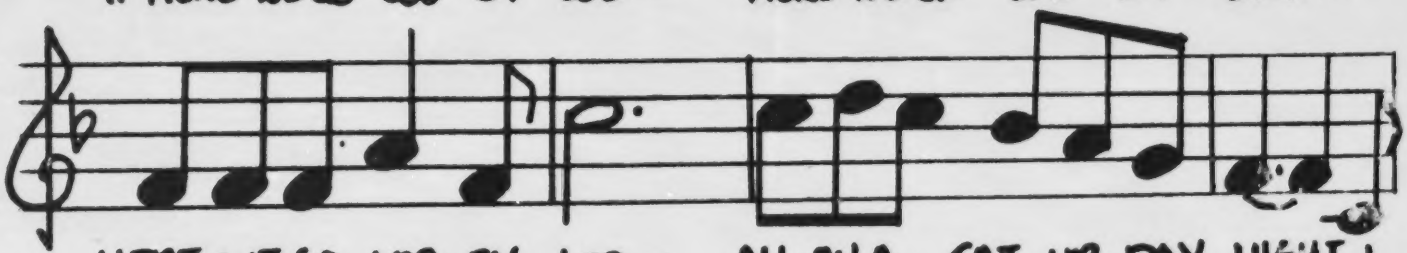


REPEAT SONG SINGING THE VERSE MORE QUIETLY EACH TIME EXCEPTING THE "BA-DA-DA-DA-DA-DA-DA" WHICH IS SUNG LOUDLY EACH TIME.

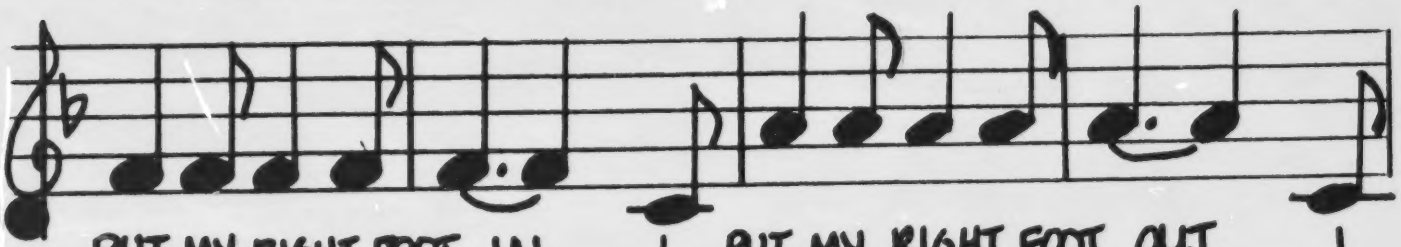
LOOBY LOO



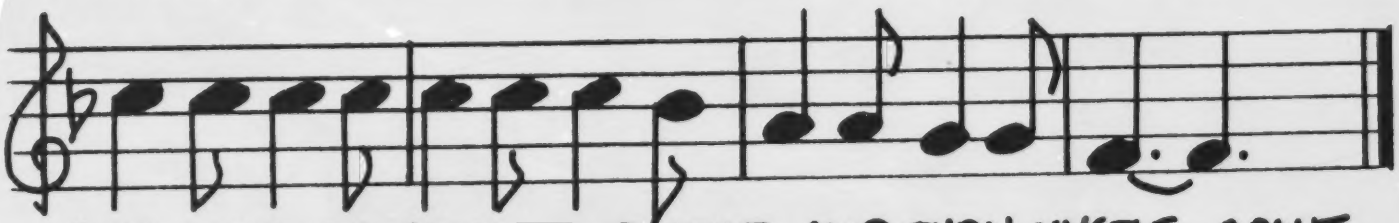
1. HERE WE GO LOO·BY LOO — HERE WE GO LOO·BY LIGHT



HERE WE GO LOO·BY LOO — ALL ON A SAT·UR·DAY NIGHT. |



PUT MY RIGHT FOOT IN. | PUT MY RIGHT FOOT OUT. |

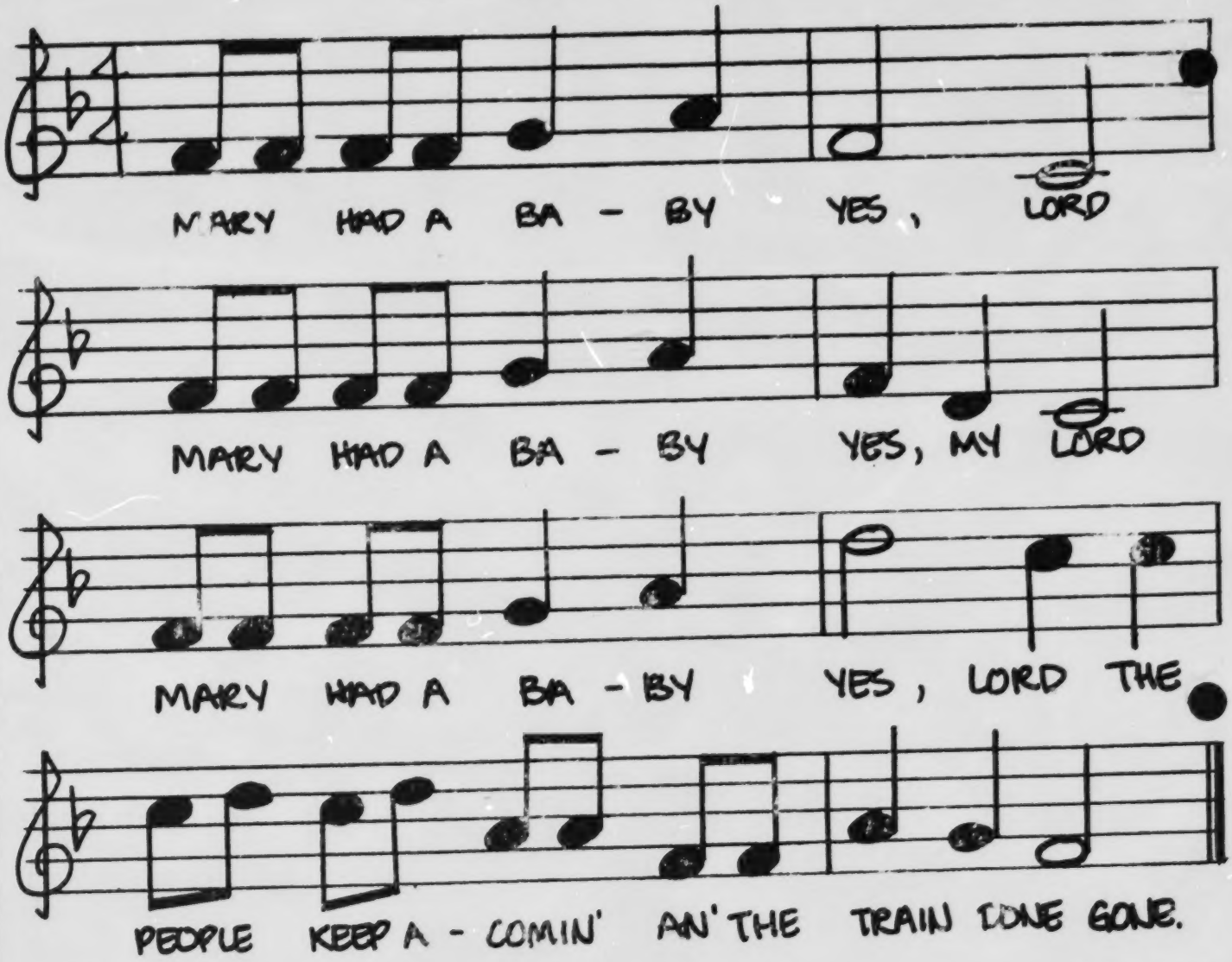


GIVE MY FOOT A SHAKE·SHAKE·SHAKE· AND TURN MYSELF ABOUT.

2. I PUT MY LEFT FOOT IN...
3. I PUT MY RIGHT HAND IN...
4. I PUT MY LEFT HAND IN...
5. I PUT MY HANDS IN....
6. I PUT MY HEAD IN...
7. I PUT MY WHOLE·SELF IN...

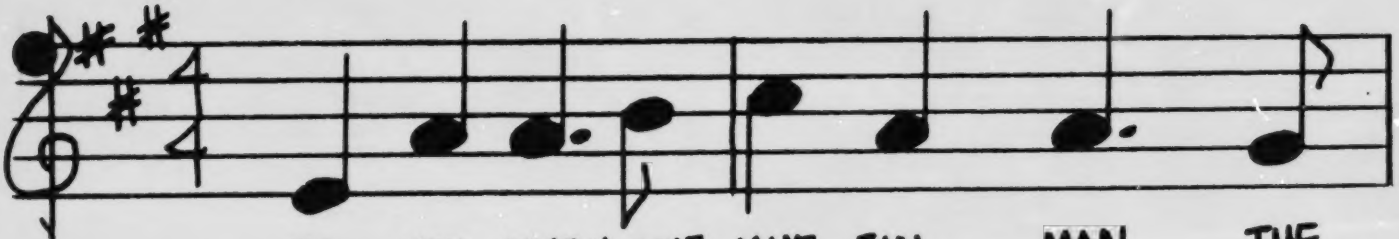
– traditional

MARY HAD A BABY

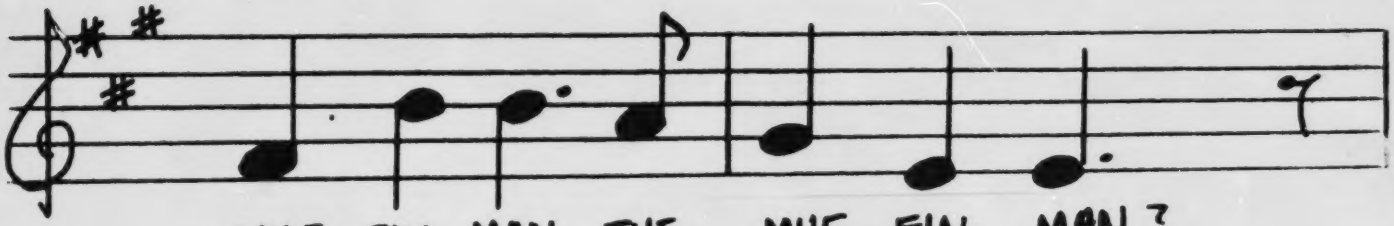


-spiritual

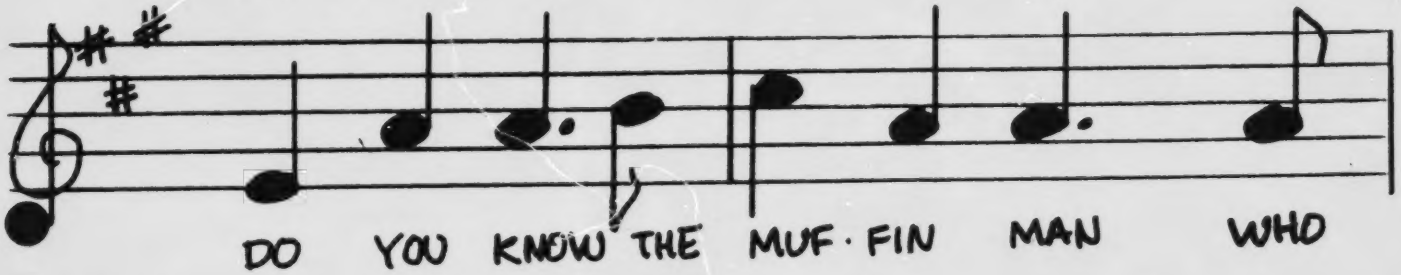
THE MUFFIN MAN



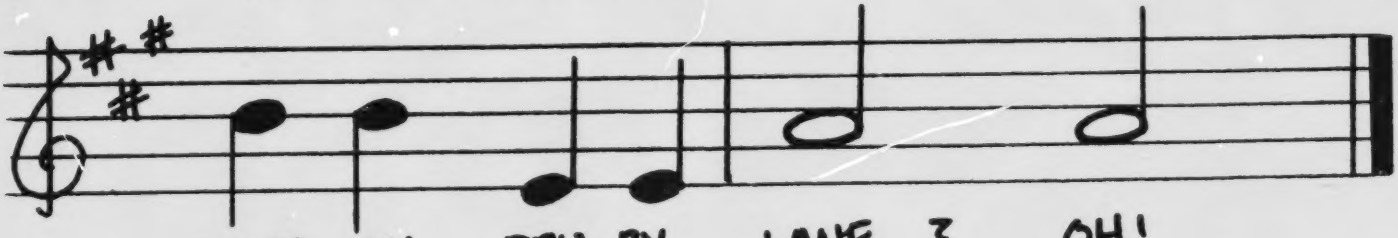
1. DO YOU KNOW THE MUF · FIN MAN THE



MUF · FIN MAN THE MUF · FIN MAN ?



DO YOU KNOW THE MUF · FIN MAN WHO



LIVES ON DRU · RY LANE ? OH!

2. YES I KNOW...
3. TWO OF US KNOW...
4. THREE OF US KNOW...
5. ALL OF US KNOW...

MUSIC SHALL LIVE

- three part round

#1

AL'. THINGS SHALL PER- ISH FROM UN - DER THE SKY.

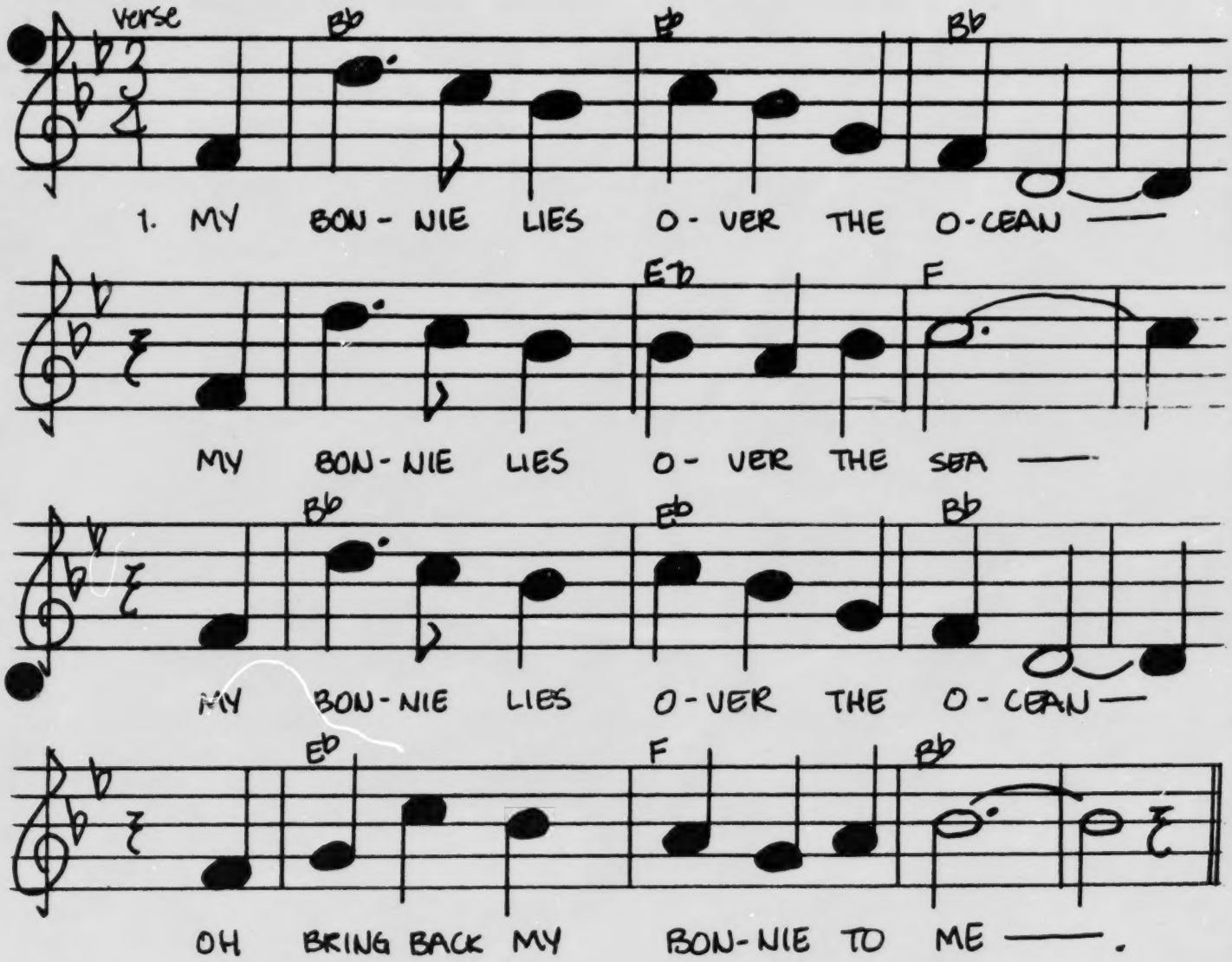
#2

MU - SIC A - LONE SHALL LIVE. MU - SIC A - LONE SHALL LIVE.

#3

MU - SIC A - LONE SHALL LIVE NE - VER TO DIE.

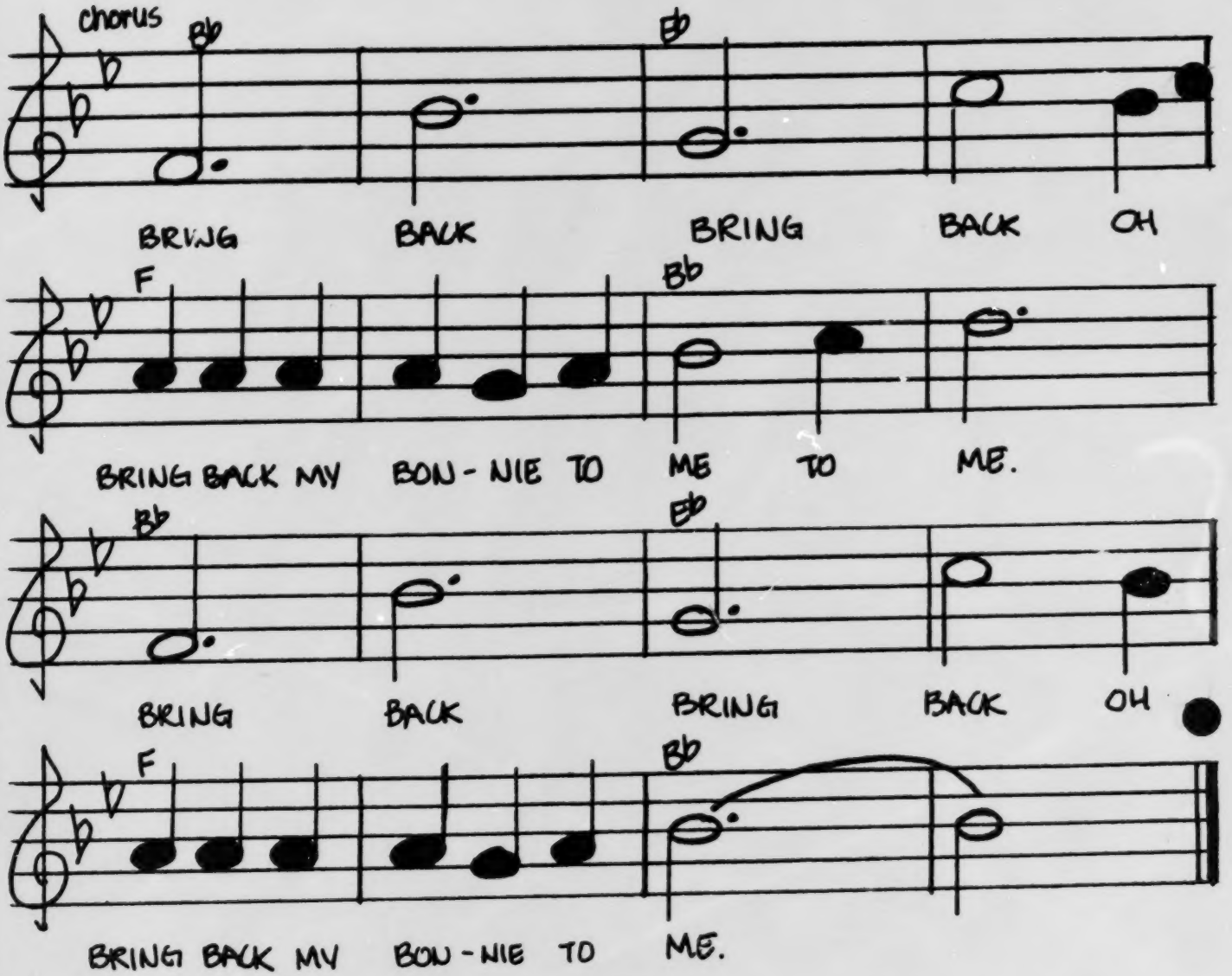
MY BONNIE



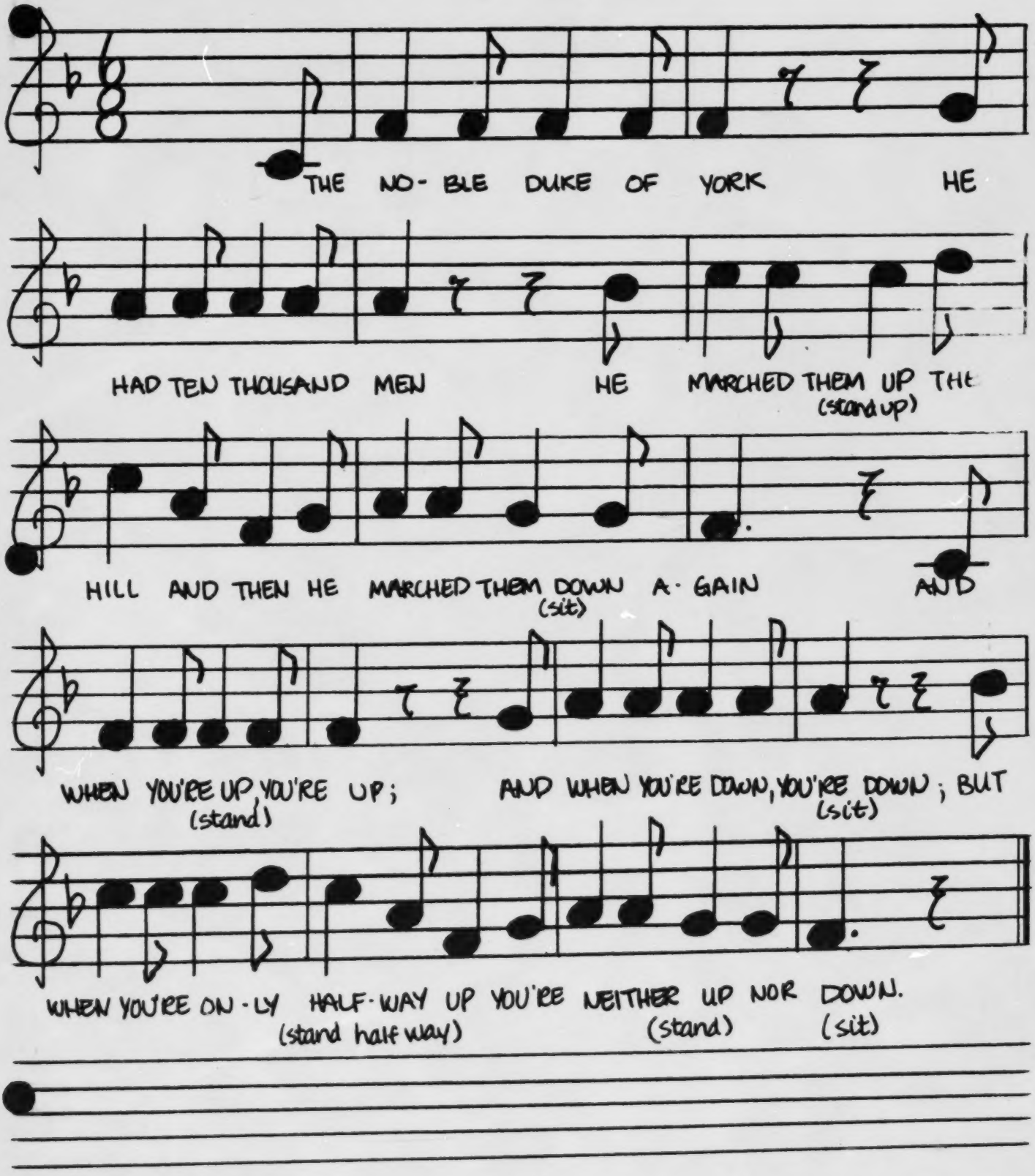
2. O BLOW YE WINDS OVER THE OCEAN...

3. LAST NIGHT AS I LAY ON MY PILLOW..LAST NIGHT AS I LAY IN MY BED
" I DREAMED THAT MY BONNIE WAS DEAD.

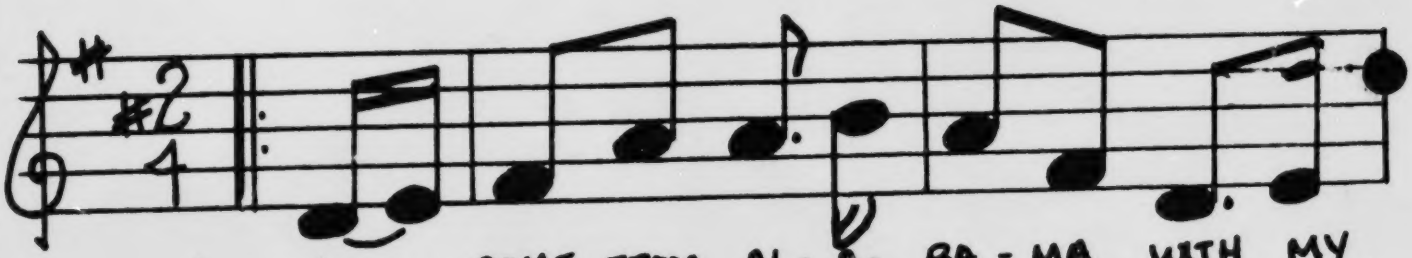
4. THE WINDS HAVE BLOWN OVER THE OCEAN ...
" AND BROUGHT BACK MY BONNIE TO ME.

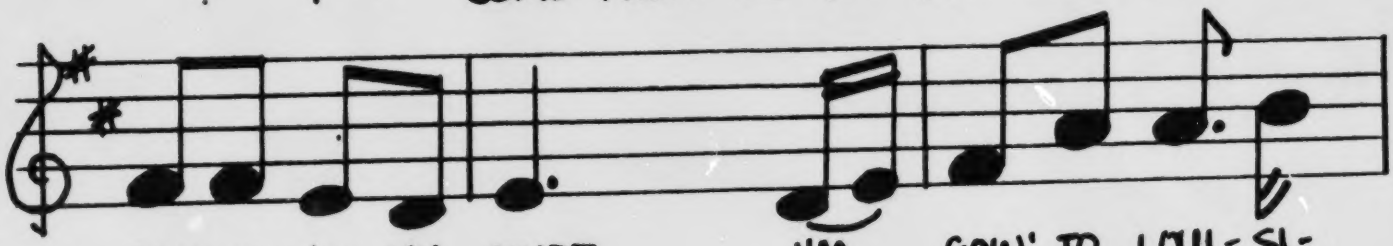

chorus
Bb
Eb
BRING BACK BRING BACK OH
F
Bb
BRING BACK MY BON-NIE TO ME TO ME.
Bb
Eb
BRING BACK BRING BACK OH
F
Bb
BRING BACK MY BON-NIE TO ME.

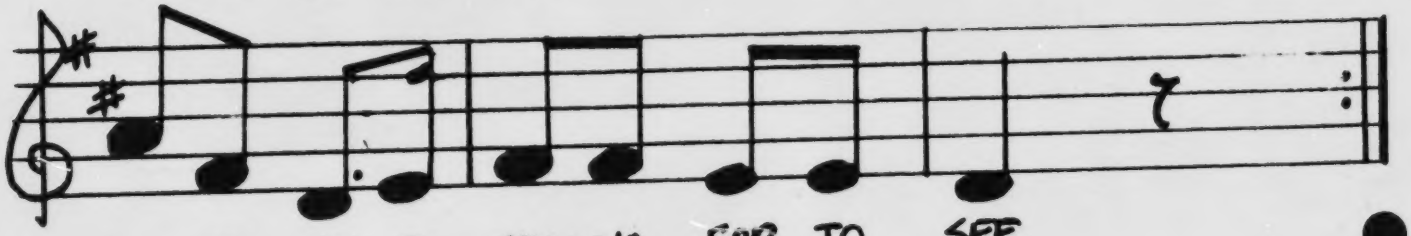
THE NOBLE DUKE OF YORK

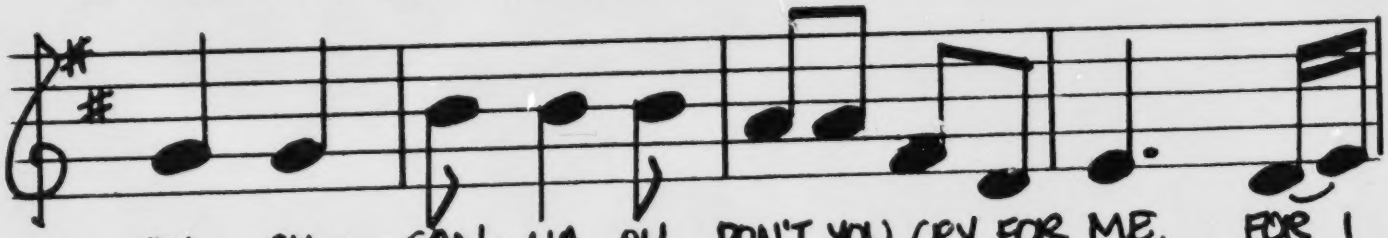


OH SUSANNA





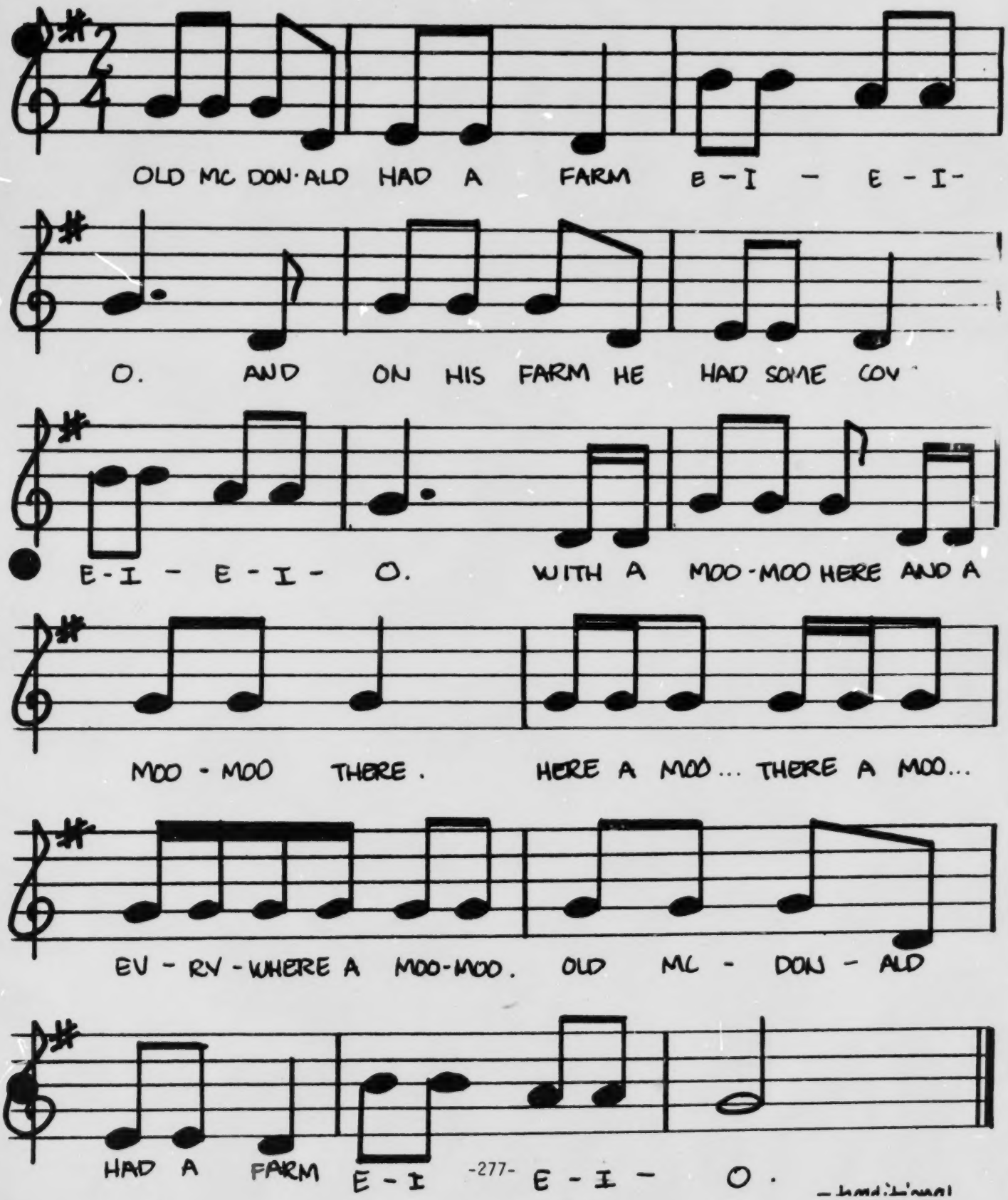




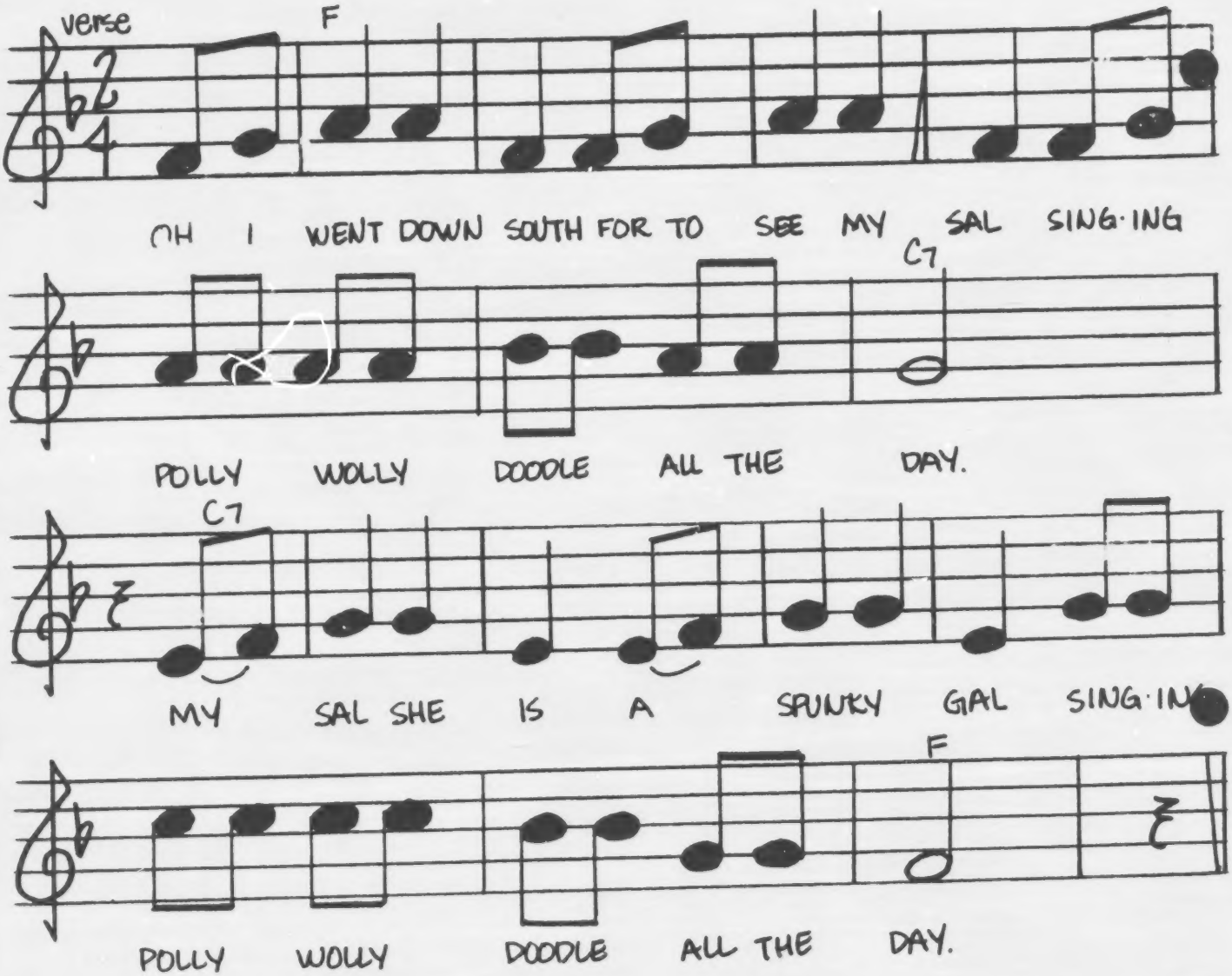
2. IT RAINED ALL DAY THE NIGHT I LEFT
THE WEATHER IT WAS DRY.
THE SUN SO HOT I FROZE TO DEATH
SUSANNA DON'T YOU CRY.

-traditional

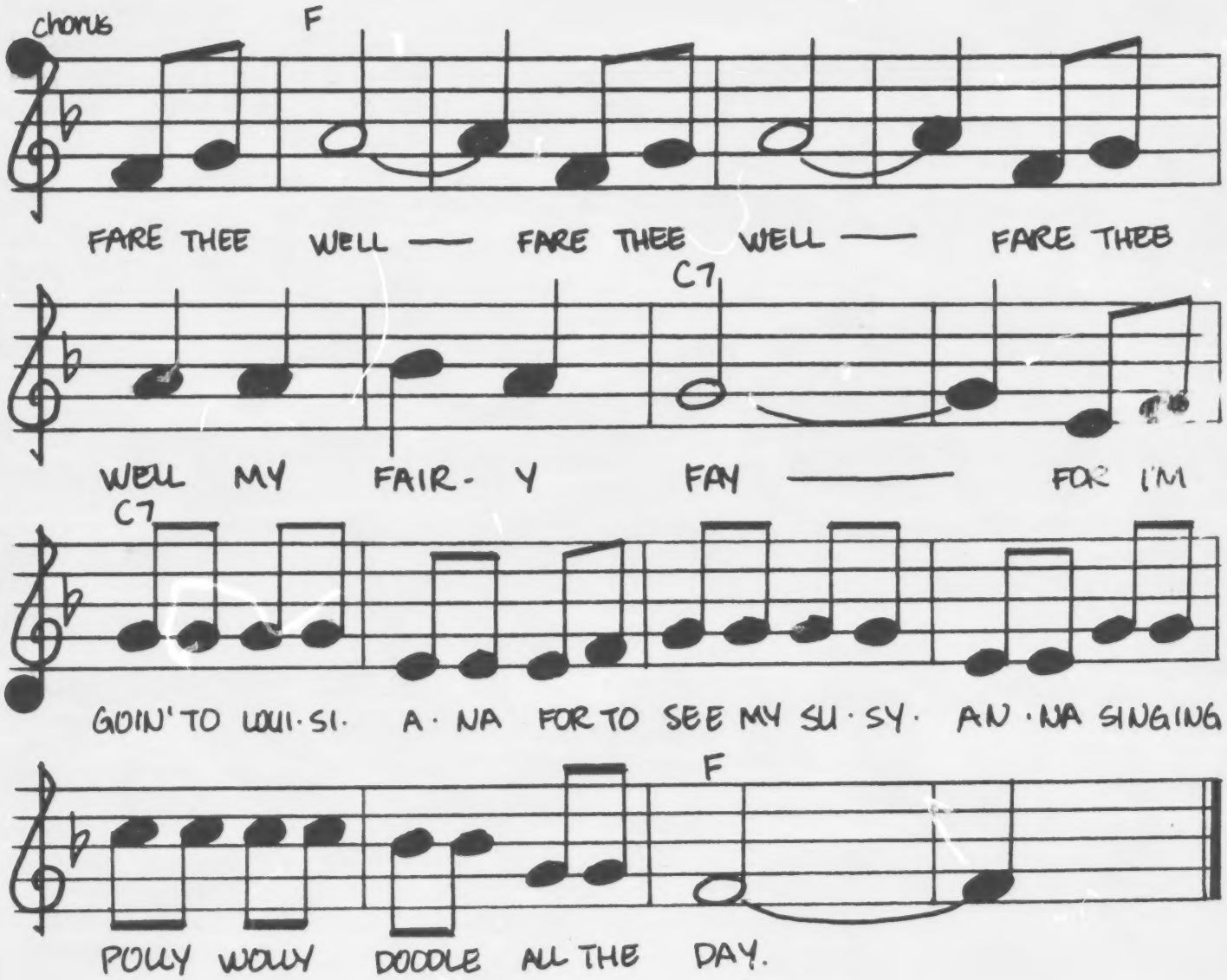
OLD MCDONALD HAD A FARM



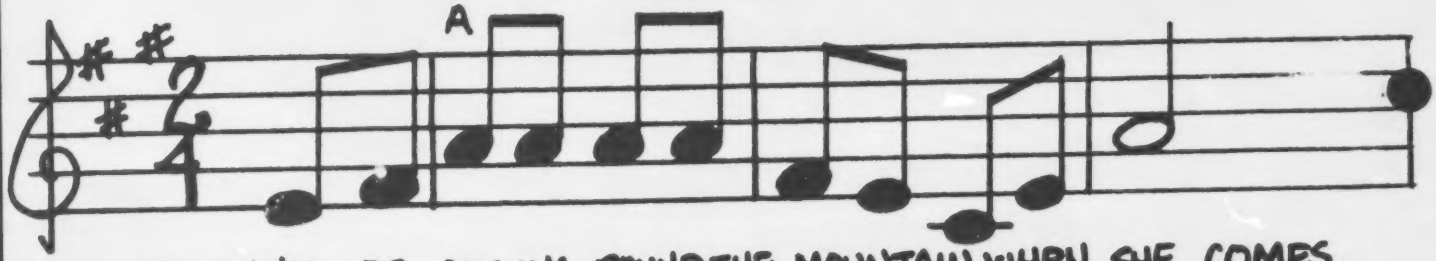
POLLY WOLLY DOODLE



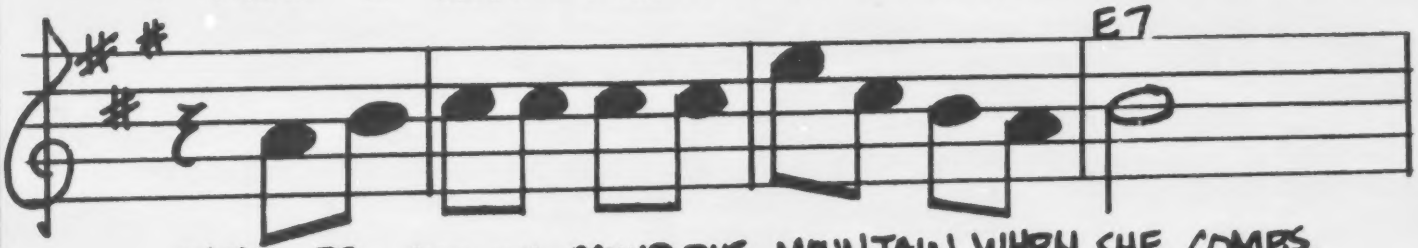
POLLY WOLLY DOODLE



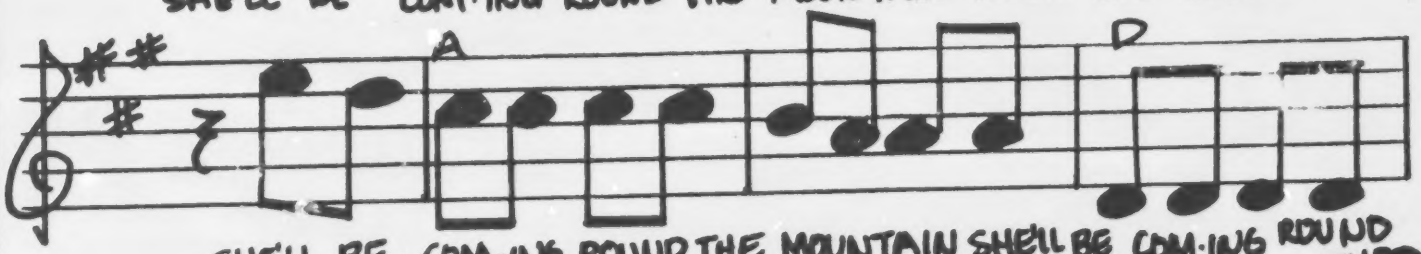
SHE'LL BE COMING ROUND THE MOUNTAIN



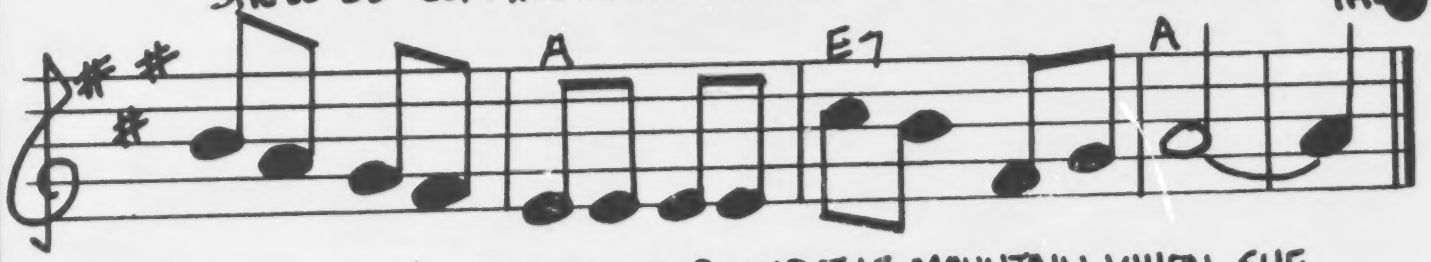
1. SHE'LL BE COM·ING ROUND THE MOUNTAIN WHEN SHE COMES.



SHE'LL BE COM·ING ROUND THE MOUNTAIN WHEN SHE COMES.



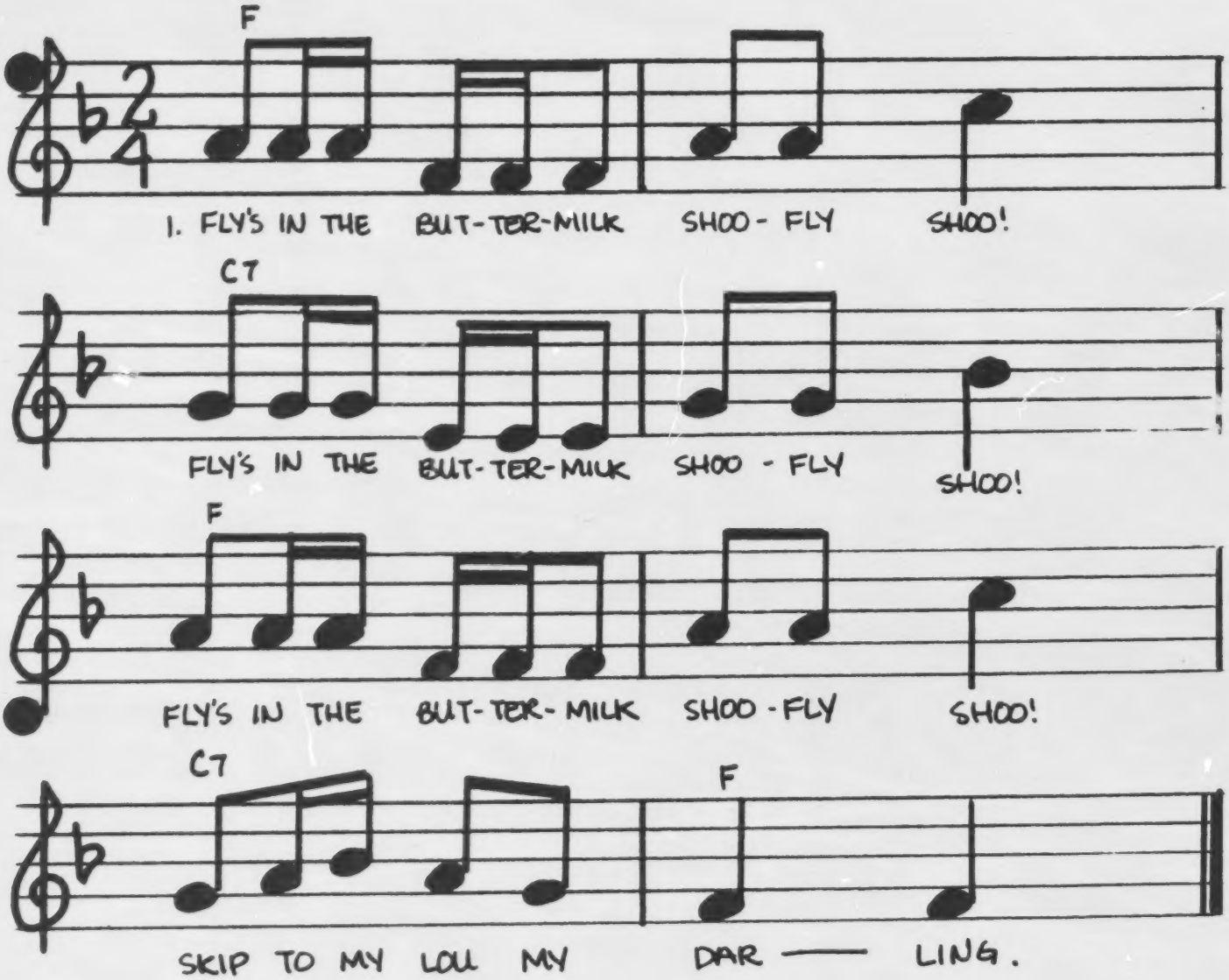
SHE'LL BE COM·ING ROUND THE MOUNTAIN SHE'LL BE COM·ING ROUND THE



MOUN·TAIN SHE'LL BE COM·ING ROUND THE MOUNTAIN WHEN SHE COMES.

2. SHE'LL BE DRIVING SIX WHITE HORSES (WHOA BACK)
3. OH WE'LL ALL GO OUT TO MEET HER (HI BABE)
4. WE WILL KILL THE OLD RED ROOSTER (HACK·HACK)
5. AND WE'LL ALL HAVE CHICKEN AND DUMPLINGS (YUM·YUM)

SKIP TO MY LOU



2. LITTLE RED WAGON PAINTED BLUE.

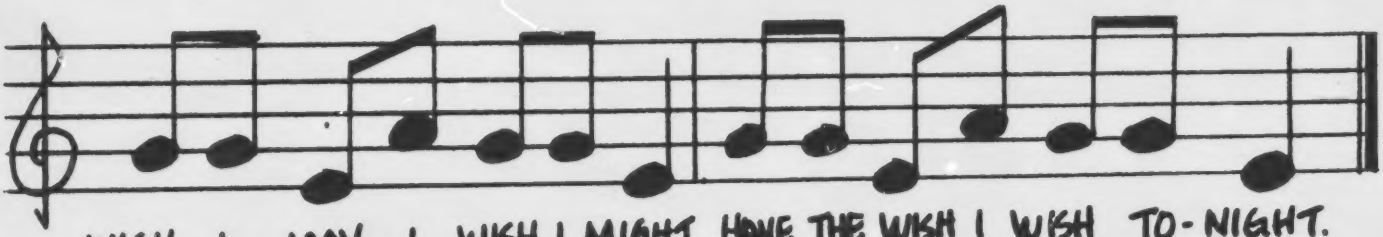
3. LOST MY PARTNER. WHAT SHALL I DO?

4. LOU, LOU, SKIP TO MY LOU.

AMERICAN FOLK SONG

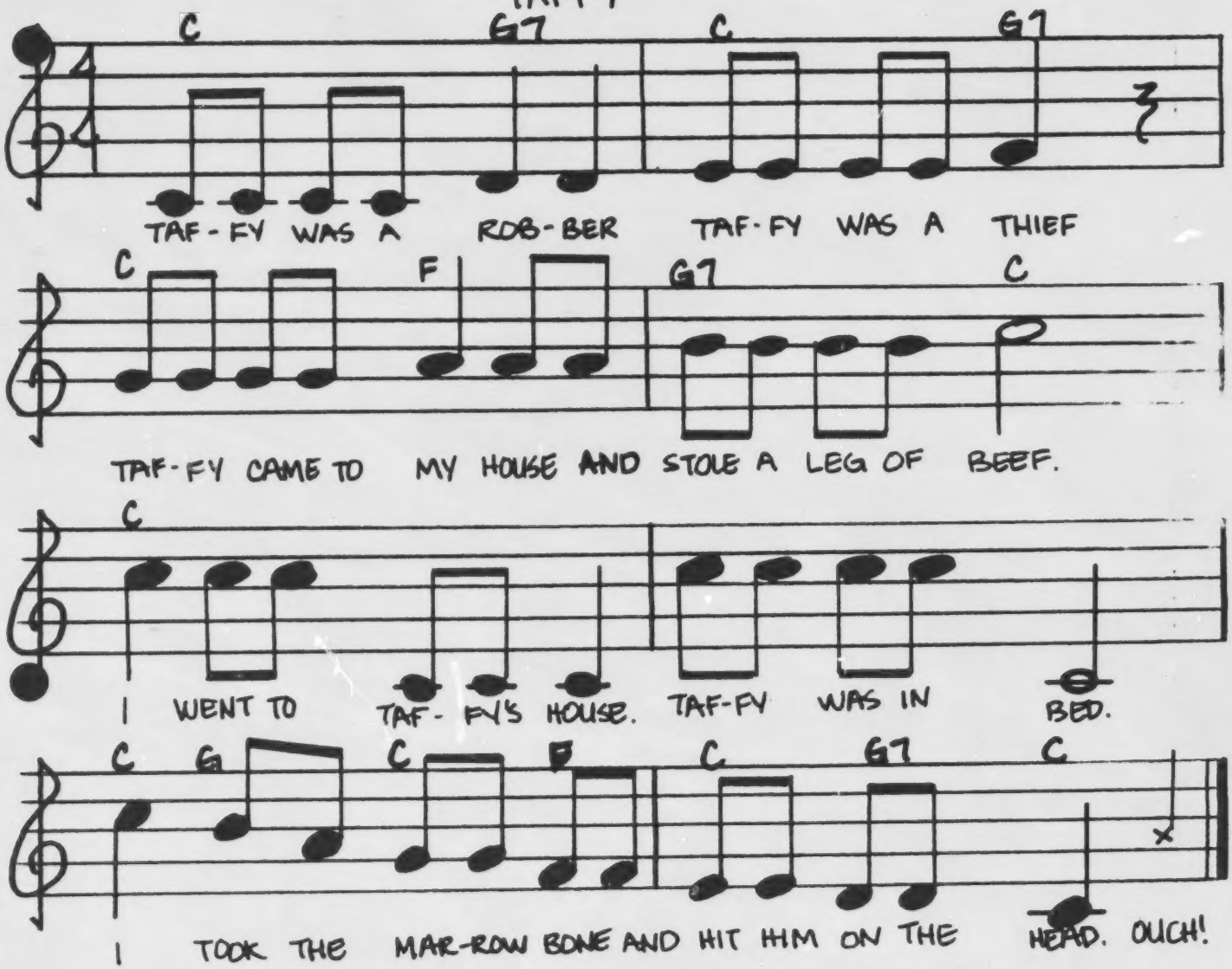
STARLIGHT, STAR BRIGHT

STAR- LIGHT, STAR- BRIGHT. FIRST STAR I'VE SEEN TO-NIGHT.



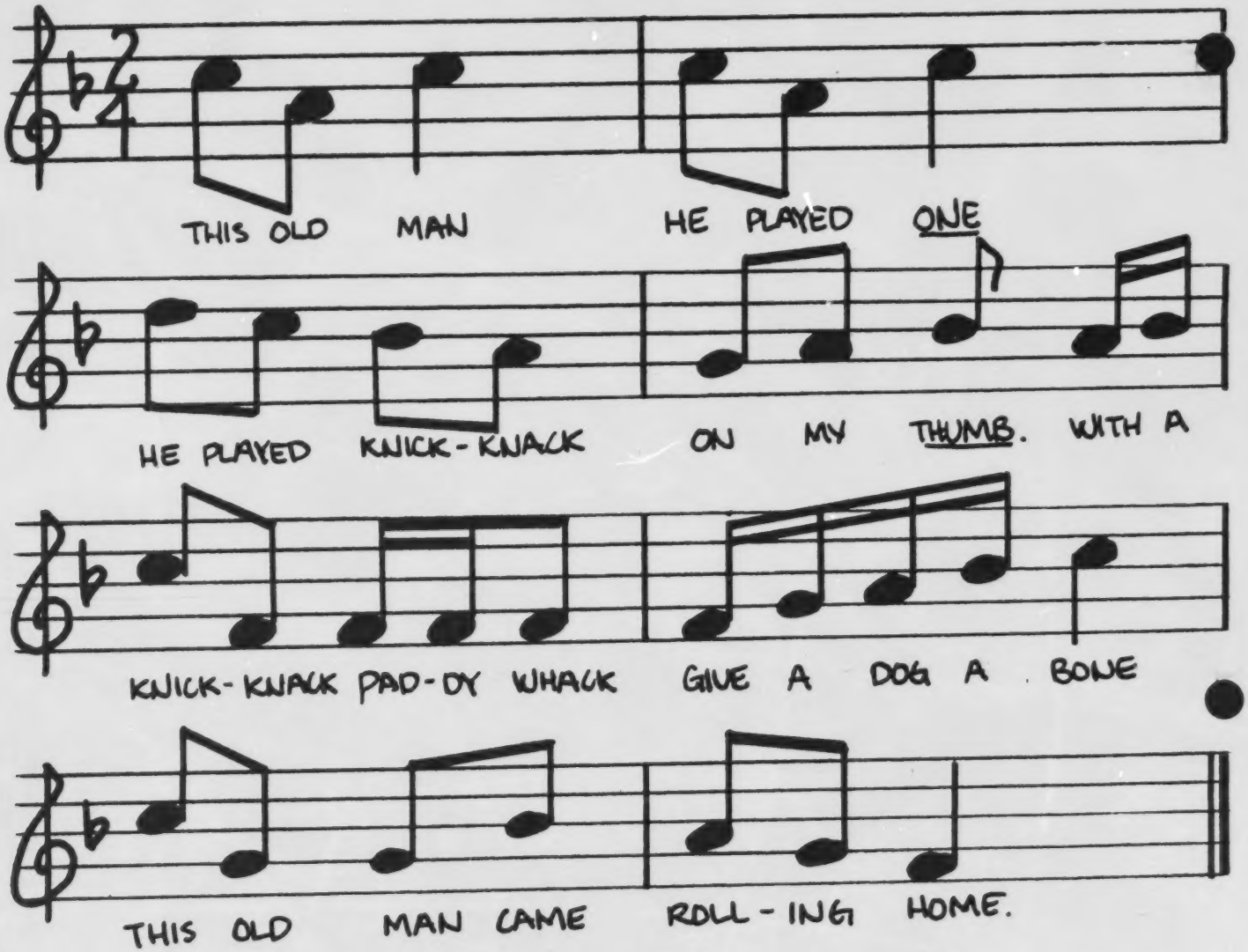
WISH I MAY I WISH I MIGHT HAVE THE WISH I WISH TO-NIGHT.

TAFFY


C G7 C G7
TAF-FY WAS A ROB-BER TAF-FY WAS A THIEF
C F G7 C
TAF-FY CAME TO MY HOUSE AND STOLE A LEG OF BEEF.
C
I WENT TO TAF-FY'S HOUSE. TAF-FY WAS IN BED.
C G C F C G7 C
I TOOK THE MAR-ROW BONE AND HIT HIM ON THE HEAD. OUCH!

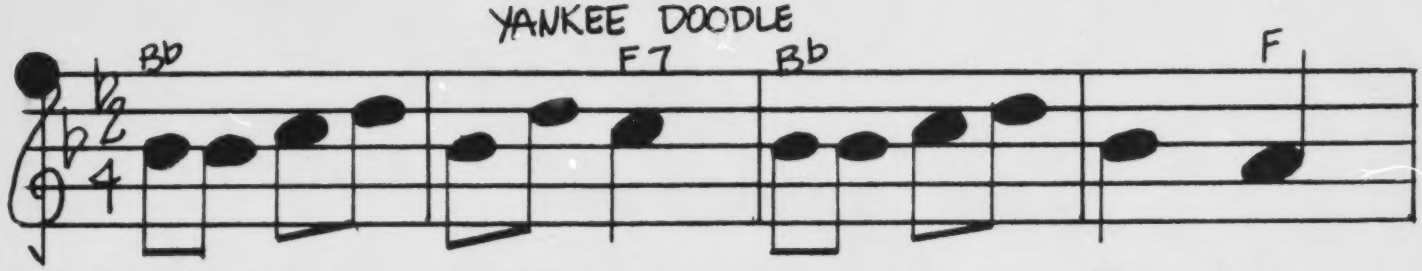
THIS OLD MAN

ENGLISH SINGING GAME

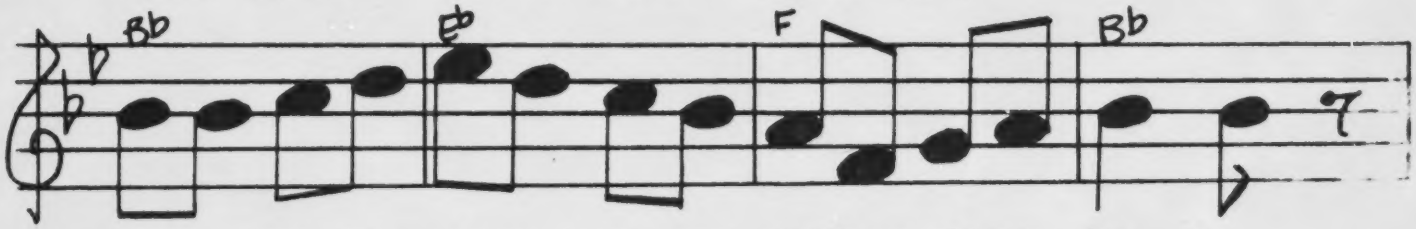


2 - SHOE	3 - KNEE	4 - DOOR
5 - HIVE	6 - STICKS	7 - UP TO HEAVEN
8 - GATE	9 - LINE	10 - ONCE AGAIN

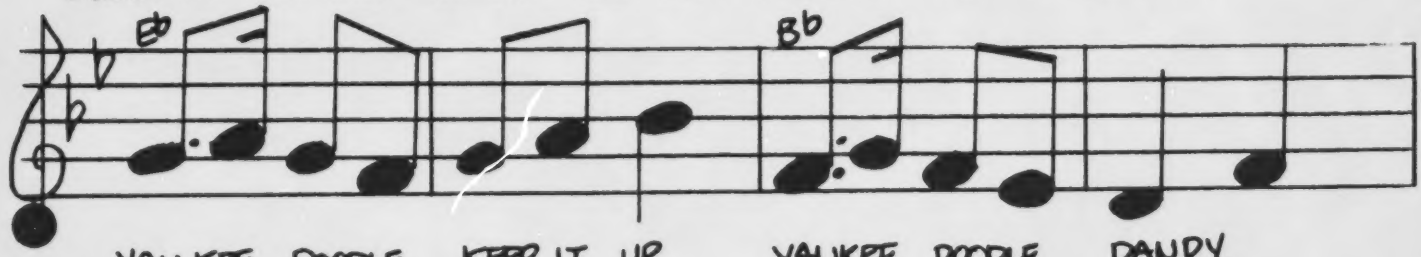
YANKEE DOODLE



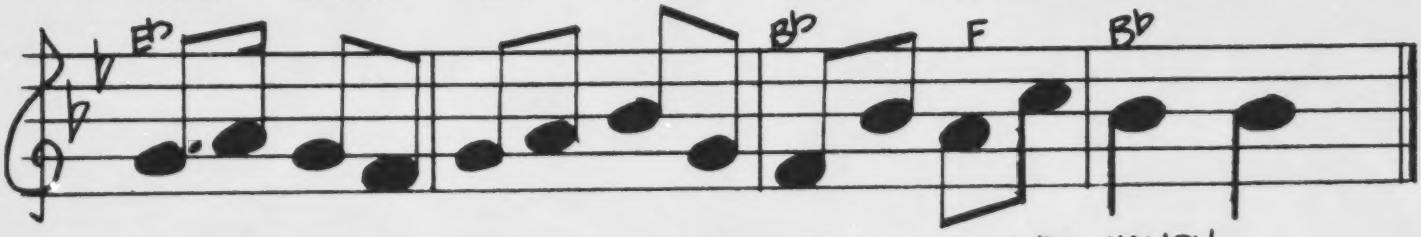
YANKEE DOODLE WENT TO TOWN RIDING ON A PO - NY



STUCK A FEATHER IN HIS CAP AND CALLED IT MA · CA · RO · NI



YAN KEE DOODLE KEEP IT UP YANKEE DOODLE DANDY.



MIND THE MUSIC AND THE STEP AND WITH THE GIRLS BE HANDY.

—traditional

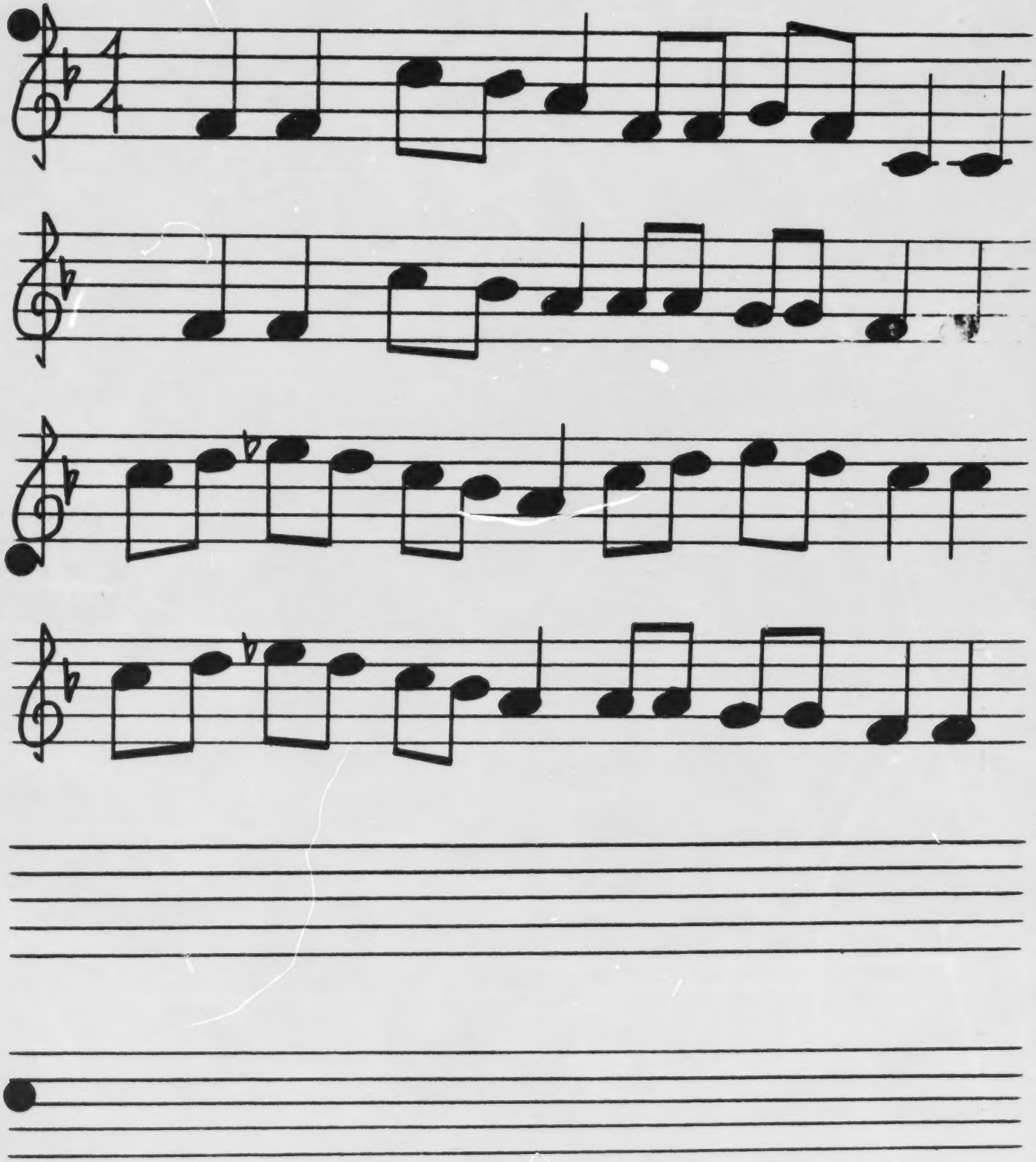
Who Stole The Cookies From the Cookie Jar? steady beat chant

- Keep a steady beat by alternately clapping hands and slapping knees.
- Assign numbers to students in a circle.
- Do rhyme game.
- The beat must be continued throughout and the rhyme cannot stop. If a student misses on the turn the student must go to the end of the circle.
- Colors, names or objects may be used to designate students.

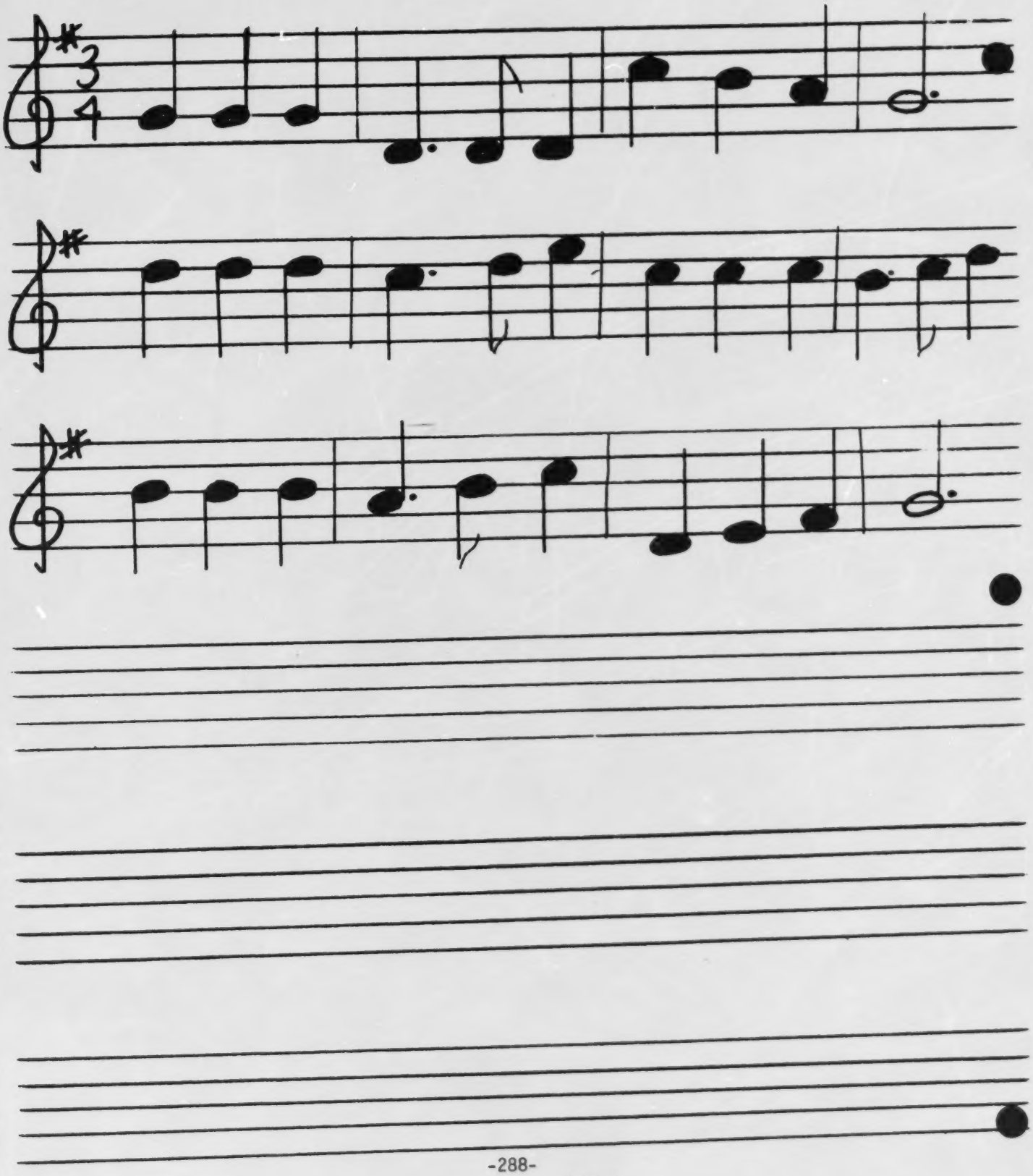
All: Who stole the cookies from the cookie jar?
#1 : Number two stole the cookies from the cookie jar?
#2 : Who me?
All: Yes you!
#2 : Couldn't be!
All: Then WHO stole the cookies from the cookie jar?
#2 : Number three stole the cookies from the cookie jar.

(repeat until rhythm is broken)

CLAP YOUR HANDS



MUSIC SHALL LIVE



Two Chord Songs

Aunt Rhodie
Bury Me Not on the Lone Prairie
Clementine
Down in the Valley
Farmer in the Dell
Hot Cross Buns
Hush Little Baby
I Had A Cat
I'm Gonna Leave Old Texas
Little Boxes
London Bridge
Love Somebody
Mary Had A Little Lamb
O Tannenbaum
Old Chisholm Trail
Polly Wolly Doodle
Row Your Boat
See A Lassie
Skip to My Lou
Three Blind Mice
Tom Dooley
Whole World

One Chord Songs

Are You Sleeping?
Dip, Dip and Swing
Ghost of Tom
Row Your Boat

Three Chord Songs

Amazing Grace
Away in the Manger
Billy Barlow
Billy Boy
Bingo
Black and White
Coming 'Round the Mountain
Deck the Halls
Dixie
Jingle Bells
Joy to the World
Kum Ba Yah
Merrily We Roll Along
Michael Row the Boat Ashore
My Bonnie
Old Brass Wagon
Old MacDonald
Red River Valley
Roll on Columbia
Sweet Betsy from Pike
Twinkle, Twinkle Little Star
Up on the Housetop
Wabash Cannon Ball
When the Saints Go Marching In

Two Chord Songs

Tom Dooley

```
D
Hang down your head Tom Dooley.
D                        A7
Hang down your head and cry.
A7
Hang down your head Tom Dooley
A7                          D
Poor boy, you're bound to die.
```

Mary Had A Little Lamb

```
D
Mary had a little lamb,
A7            D
Little lamb, little lamb.
D
Mary had a little lamb
      A7                  D
Whose fleece was white as snow.
```

Hot Cross Buns

```
D     A   D        D     A    D
Hot cross buns.  Hot cross buns.
D             A
One a penny, two a penny
D     A   D
Hot cross buns.
```

London Bridge

```
D
London Bridge is falling down,
A7            D
Falling down, falling down.
D
London Bridge is falling down
A7      D
My fair lady.
```

Row Your Boat

```
D
Row Row Row Your Boat
A7              D
Gently down the stream.
D
Merrily merrily merrily merrily
A7            D
Life is but a dream.
```

Hush Little Baby

```
D                A7
Hush little baby don't say a word.
A7                        D
Papa's going to buy you a mocking bird.
D              A7
If that mockingbird won't sing,
A7                        D
Papa's going to buy you a diamond ring.
```

2 ... turns brass, looking glass
3 ... gets broke, billy goat
4 ... won't pull, cart and bull
5 ... turns over, dog named Rover
6 ... won't bark, horse and cart
7 ... falls down, you'll still be the prettiest baby in town

CLEMENTINE

```
     D                                          A7
IN A CAVERN, IN A CANYON, EXCAVATING FOR A MINE
                     D                  A7            D
DWELT A MINER, FORTY-NINER, AND HIS DAUGHTER CLEMENTINE
D                                                     A7
OH MY DARLING, OH MY DARLING, OH MY DARLING CLEMENTINE
                          D                  A7        D
THOU ART LOST AND GONE FOREVER, DREADFUL SORRY CLEMENTINE.

D                                                          A7
LIGHT SHE WAS AND LIKE A FAIRY AND HER SHOES WERE NUMBER NINE
                        D                A7            D
HERRING BOXES WITHOUT TOPSES, SANDALS WERE FOR CLEMENTINE.

D                                                          A7
DROVE SHE DUCKLINGS TO THE WATER EVERY MORNING JUST AT NINE
                        D                A7             D
HIT HER FOOT AGAINST A SPLINTER, FELL INTO THE FOAMING BRINE.

D                                                      A7
RUBY LIPS ABOVE THE WATER BLOWING BUBBLES SOFT AND FINE
                        D          A7          D
BUT ALAS, I WAS NO SWIMMER SO I LOST MY CLEMENTINE.

D                                                     A7
THEN THE MINER, FORTY-NINER, SOON BEGAN TO PEAK AND PINE
                            D                  A7             D
THOUGHT HE OUGHTER JINE HIS DAUGHTER, NOW HE'S WITH HIS CLEMENTINE.

D                                                                 A7
IN MY DREAMS SHE STILL DOTH HAUNT ME, ROBED IN GARMENTS SOAKED IN BRINE
                         D                  A7              D
THOUGH IN LIFE I USED TO HUG HER, NOW SHE'S DEAD I DRAW THE LINE.
D                                                     A7
OH MY DARLING, OH MY DARLING, OH MY DARLING CLEMENTINE
                          D                  A7        D
THOU ART LOST AND GONE FOREVER, DREADFUL SORRY CLEMENTINE.
```

540

Three Chord Songs

Michael Row The Boat Ashore

```
D
Michael row the boat ashore.  Alleluia.
D
Michael row the boat ashore.  Alleluia.
```

Kum Bah Yah

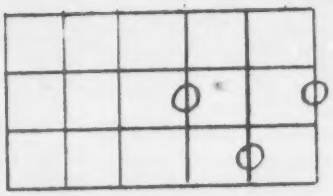
```
D                        G       D
Kum bah yah, my Lord, Kum bah yah.
D                                A7
Kum bah yah, my Lord, Kum bah yah.
D                        G       D
Kum bah yah, my Lord, Kum bah yah.
G  D    A7      D
O Lord, kum bah yah.
```

Billy Boy

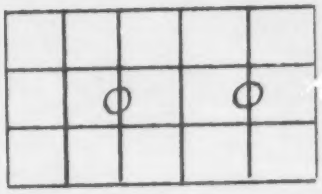
```
1.  D
    Oh where have you been, Billy Boy, Billy Boy
    D                                  A7
    Oh where have you been charming Billy?
    A7
    I have been to seek a wife.
              D
    She's the joy of my life.
    G       D               A7                D
    She's a young thing and cannot leave her mother.

2.  D
    Did she bid you to come in, Billy Boy, Billy Boy.
    D                                     A7
    Did she bid you to come in charming Billy?
    A7
    Yes, she bid me to come in.
             D
    There's a dimple in her chin.
    G       D               A7                D
    She's a young thing and cannot leave her mother.

3.  Did she set for you a chair ...?
    Yes, she set for me a chair,
    But there was no bottom there.

4.  Can she bake a cherry pie ...?
    She can bake a cherry pie
    Quick as a cat can wink an eye.

5.  How old is she ...?
    Three times six and four times seven
    Twenty eight and eleven.
```

SURVIVAL GUITAR ACCOMPANIMENT

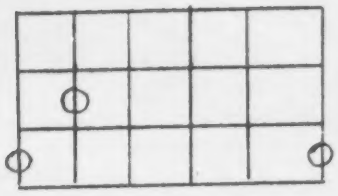
Strictly Survival



D

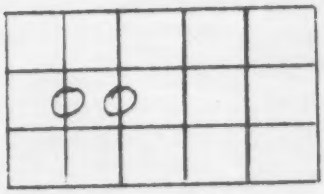


A7

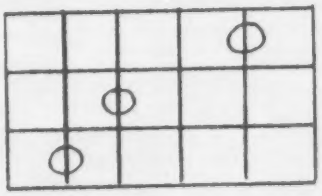


G

Survival Plus

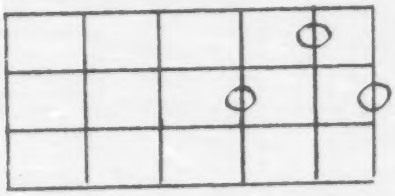


e minor

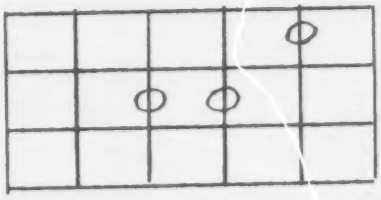


C

Survival with Flair



D7



a minor

Key of D

D G A7 (em)

Key of C

G C D7 (em)

512

Basic Bells Accompaniment

The following notes are used to create the chords.

Key of D

D = D F# A

G = G B D

A7 = A C# E G

Key of G

G = G B D

C = C E G

D7 = D F# A C

Key of C

C = C E G

F = F A C

G7 = G B D F

Key of F

F = F A C

B = B D F

C = C E G B

Key of B

B = B D F

E = E G B

F7 = F A C E

Additional

em = e g b

am = a c e

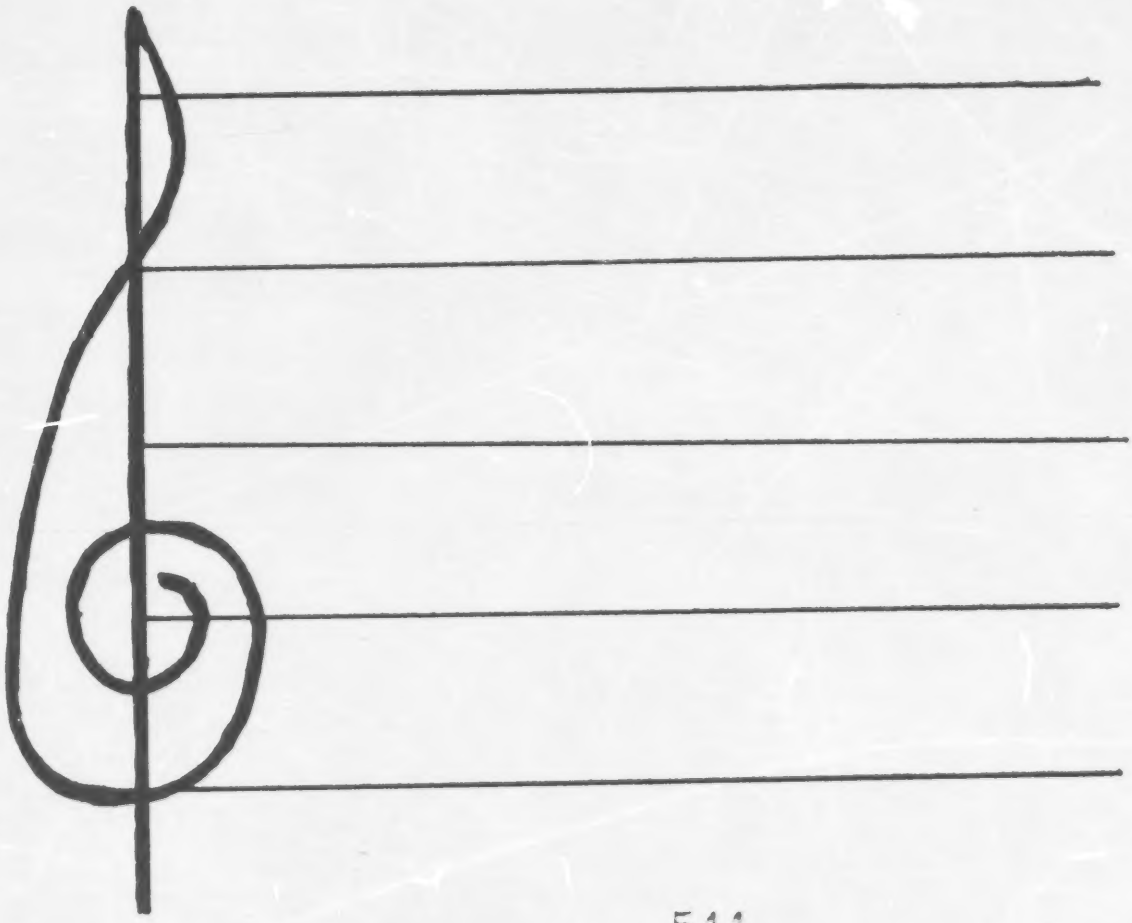
bm = b d f#

The Plastic Staff

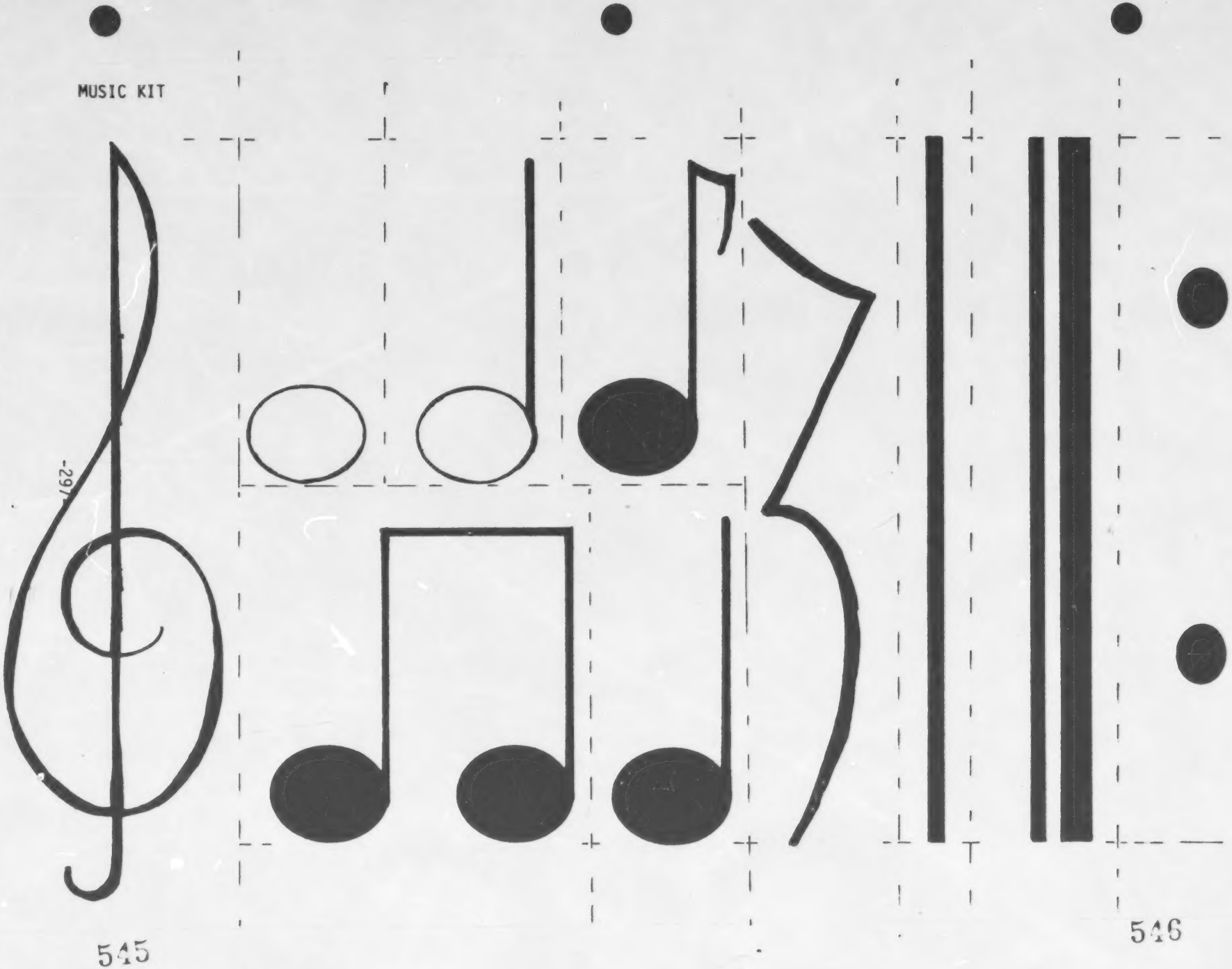
The plastic staff is a portable staff made expecially to lay upon the floor to let the students "imitate" notational symbols and movement. To create the staff, one needs a large piece of plastic or cloth upon which five lines in the shape of a musical staff are affixed with wide plastic tape. A treble clef may be added if desired.

The note symbols are "acted out" by the students in numerous ways. One student may be the note "head" while the other may be the "stem", one may be notes on the lines while another is a note on the space. Intervals can also be enacted giving the students total involvement in the musical process. Other examples can be found throughout the booklet.

Five lines taped to the floor can also be used although the plastic staff allows for a "tidier approach" for the students to curl up or lay on the staff.

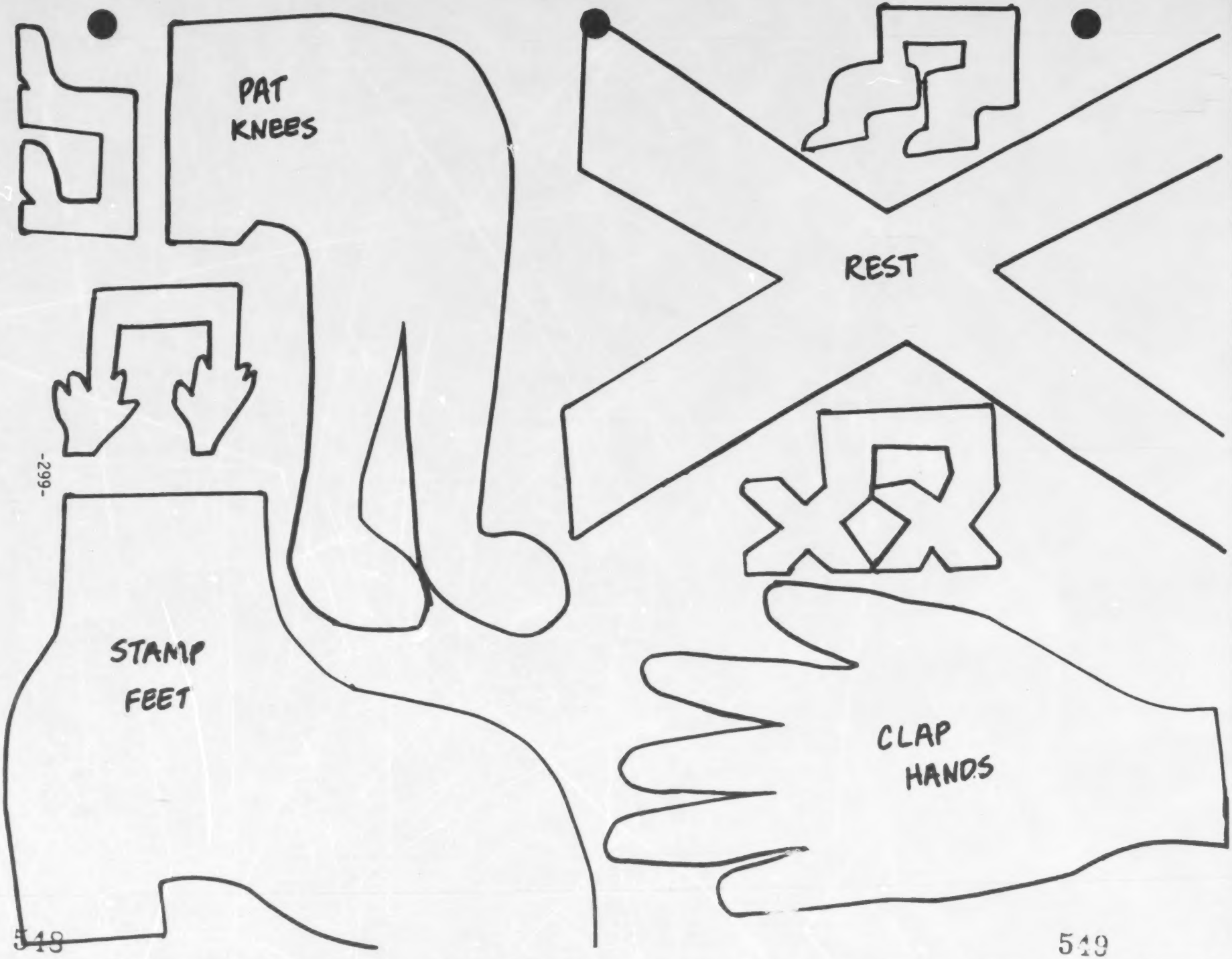


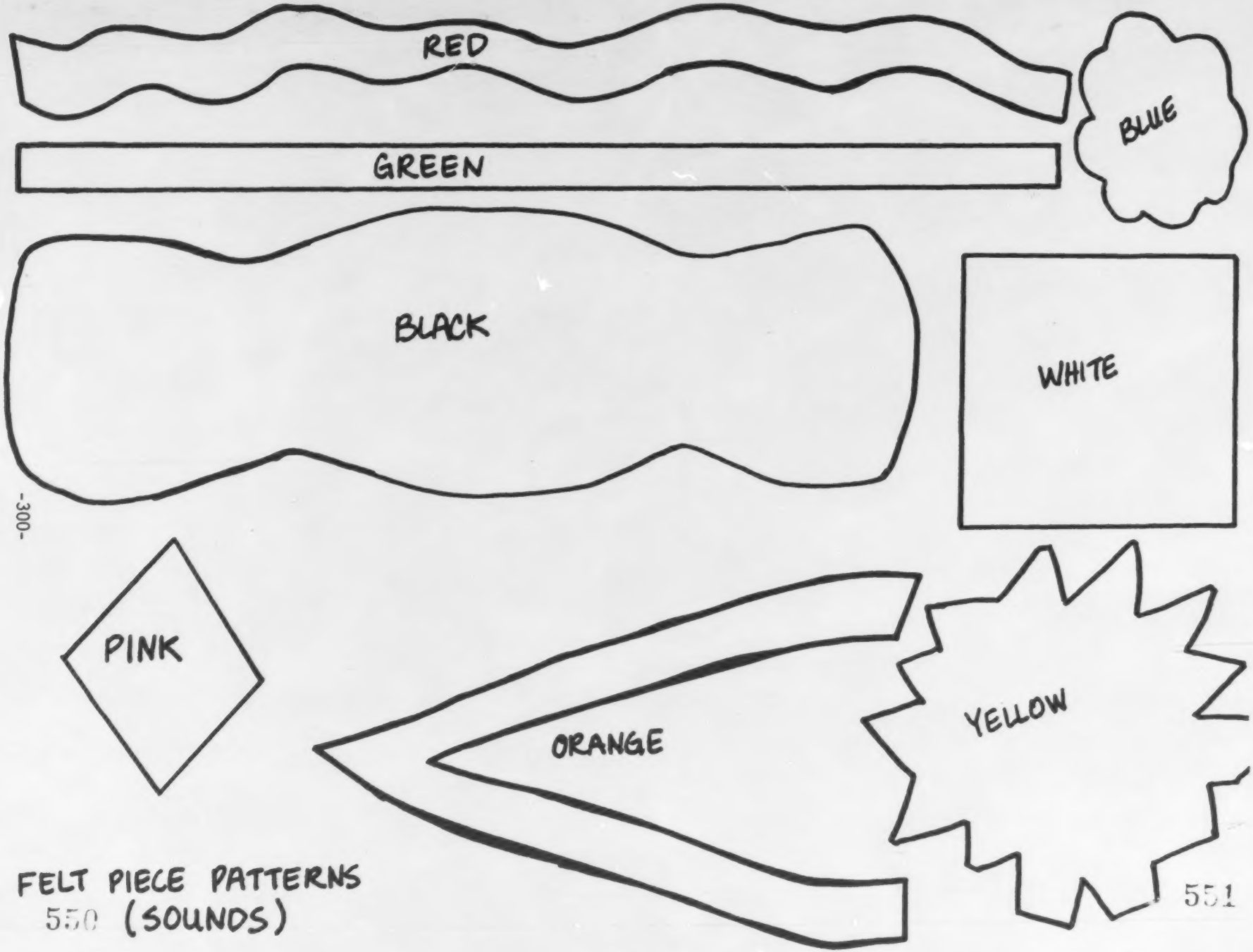
MUSIC KIT



545

546


PAT
KNEES
REST
STAMP
FEET
CLAP
HANDS



FELT PIECE PATTERNS
550 (SOUNDS)

551

Sound Sources

Glass

soda bottles
jugs
jars

Wood

ruler-yardstick
kitchen utensils
blocks
pencils
tables
chairs
clothespins
broom handles
popsicle sticks

Paper

newspaper
wax paper
foil
cardboard
paper bags
toilet tissue
Kleenex
magazine
boxes
straws
cups
paper plates
ice cream containers
oatmeal box
cylinders (paper towel)

Plastic

ruler
straw
bottles
cups
funnel
containers

Rubber

rubber bands
balloons
garden hose
balls
tires

Metal

screws
nails
kitchen utensils
waste basket
cans
wire
tables
chairs
pipes
whistles
bottle caps/rings
hammer
railroad spikes

Outdoor Materials

sticks
rocks
dirt
leaves
grass
water
pine cones

Other

flower pots
string
rope
ribbon
mixing bowls

Percussion Instruments

drum
woodblock
claves
tambourine
guiro
tone bells
triangle
bells
whistle
cymbals

* Finger Jello Recipe*

ingredients:

2-1/2 cups cold water
5 envelopes unflavored gelatin
2 cups hot water
1 - 12 oz. box of fruit flavored jello
1 cup sugar (can be omitted in all but lime & lemon)
1 cup ice water

1. Combine the cold water & unflavored gelatin in a bowl. Set aside.

2. Combine the hot water, jello & sugar, stirring until the mixture boils.

3. Add the gelatin mixture, stirring until the gelatin dissolves.

4. Add 1 cup ice water.

5. Pour mixture into pan (9x13) and refrigerate for three hours.

6. Cut into squares.

553

Music Publishing Companies

Boozey and Hawkes
New York, New York 10023

Charles Hansen, Distributor
Educational Sheet Music & Books, Inc.
1860 Broadway
New York, New York 10023

E. C. Schirmer Music Co.
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New York, New York 10023

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Selmer
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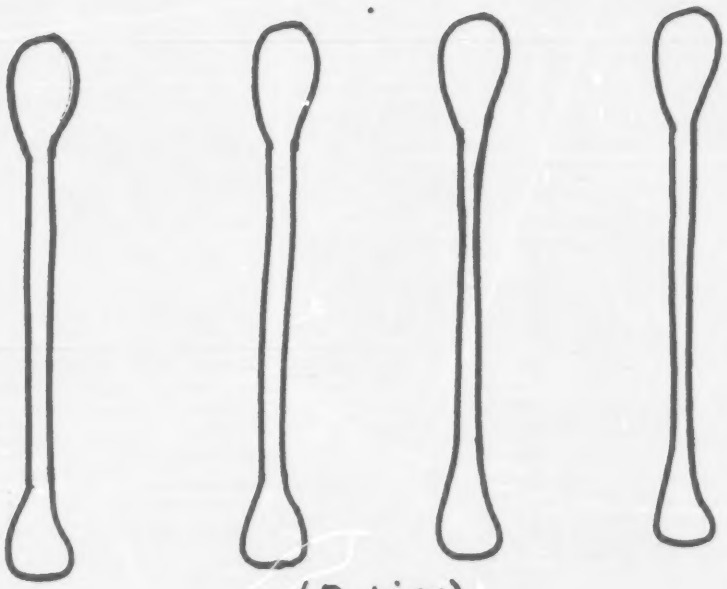
Elkhart, Indiana 46514

Yamaha International Corporation
Box 6600
Buena Park, California 90620

EXAMPLES: DEVISED NOTATION

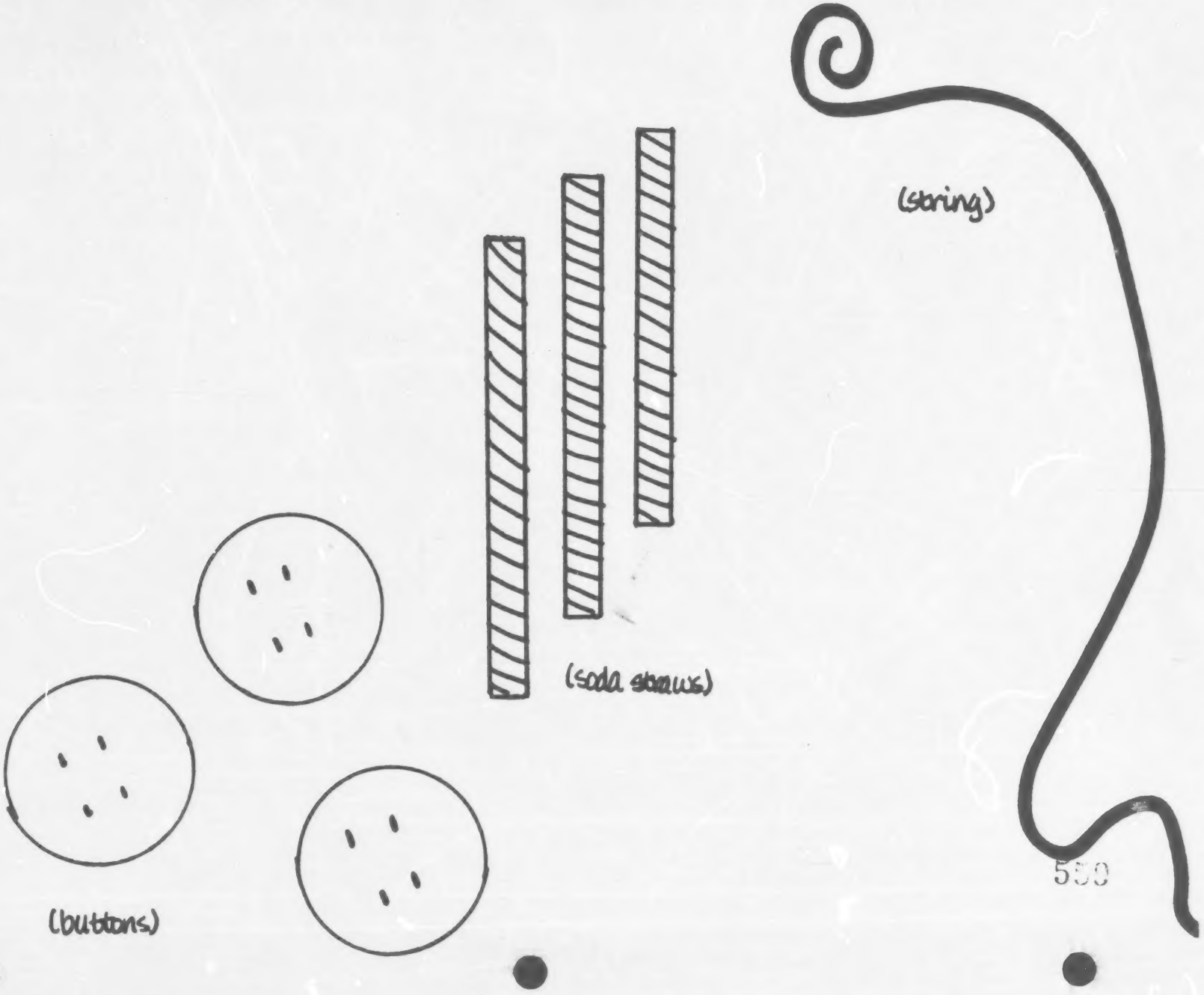


(Q-tips)

(cotton balls)

(rick-rack)

(background: aluminum foil)



76 CORDOBA, 74[illegible] warranty, stereo, leather & gold, $5495 Firm 654-5[illegible]

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63 COMET 6 cyl automatic, 4 door sedan, runs great $295 774-4894, dir

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V8 CORVAIR Se Monza, see my ad Class 697, sm 2496 Vanc

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76 Dodge Aspen 4 Dr

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$3995

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For Immediate Lease
CHECK OUR LOW COST LEASE PROGRAM
Call Ken Stonewold, 655-2591 at
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676 Wedge 4 spd, black, Cragar Mags, recently overhauled, Super Fast $1[illegible] full price Financing available Makes accepted
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1839[illegible] SE McLoughlin 659-4512

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71 DODGE CHARGER 2 [illegible] V8 auto PS air chrome [illegible] good tires, blue with blue [illegible] or best $495 256-2378

73 DODGE Challenger 340 [illegible] 34,000 actual miles, Cragars, new [illegible] abused $3495 dir [illegible] 297-[illegible]

67 DODGE Dart 273 v8, gold with white leathers console AT radio PS 40,000 mi clean $800 [illegible] 234-[illegible]

74 DODGE Dart 318 V8 automatic power steer air condition Low [illegible] Yellow with black interior $[illegible] 771-4308 [illegible]

[illegible] CHALLENGER 440 full race [illegible] pop jo pistons, two [illegible] $2999 [illegible]

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70 Dart Swinger 2 door hardtop super [illegible] V8 AT $1295 or offer [illegible] 256-3990

[illegible] DODGE Dart [illegible] Clean [illegible] $895 771-4894 [illegible]

[illegible] DODGE [illegible] 318 [illegible] AT [illegible] $[illegible] 684-4841

[illegible] Wagon [illegible]

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12 MONTHS — 12,000 MILES
(Whichever occurs first)
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cyl C[illegible]
A/T[illegible]
[illegible]

[illegible] 4-dr, PS, PB, [illegible] cond, $2995 [illegible] aft 5 or [illegible]

[illegible] 2Dr H.T. V[illegible] Conditioner [illegible] luxury. Model dark green metallic [illegible] with dark green vinyl roof and matching interior

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V8, AT, PS, PB, AIR CONDITIONER, power windows, power seats AM-FM with tape plus more. Its red and loaded with deluxe split bench Seats and V roof

[illegible] with speed control, wire wheel covers, vinyl roof, beautiful automobile, make offer 649-5494 639-9851

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71 LTD 2 DR

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75 LTD 2DR HT

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1973 FORD Torino, PS, AT, small V8 302, R&H, Blue with matching interior, immaculate condition. Only $1245, 282-7033, 256-9981, Eves Dir

74 MAVERICK Grabber, V8, automatic, power steer, vinyl roof, rally wheels, Orange & white with matching int. Low miles $2175, 231-4308, dir

73 Country Sdn Wgn

Automatic, PS, PB, low miles, $1995, American Truck & Auto Leasing, 234-9366

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1972 FORD Ranchero, PS, PB, sunroof, cruise control, mags, Gemtop, AM-FM stereo, $2400 245-7009 eves.

72 FORD LTD 4DR HT, AT, AC, lo mi, radial tires, exc cond, $1995 must sell today! 253-1593, 223-0969

74 PINTO SQUIRE WAGON
Michelin tires, new brakes, [illegible] interior Firestone Fo[illegible] $2495, 245-4776

Runabout, 4 cyl, AT, R&H, very clean, asking $169[illegible] dir 282-0956

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Dick Niles Linc-M[illegible]
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1975 Mercury 4 Dr Sdn with fac air cond, 351-2V eng, PS, PB, and more Silver metallic with black vinyl roof One of our best buys at only $3988
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1974 2 Dr HT with fac air cond, P[illegible] PB, auto trans, rear def and st[illegible] belted radials True motori[illegible] luxury at $3777
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FISHER'S Used Car SHOWROO[illegible]
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Mustang

1976 Ford Mustan[illegible]

MPG
Silver, 4 speed — only 8,[illegible] miles.

$2925

ROTH VOLKS-BMW-SUBARU
182nd & SE Division
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73 MUSTANG Grande Loaded, [illegible] factory air, low miles, $29[illegible]
GLADSTONE IMPORT[illegible]
655-6305

1966 MUSTANG, V8, auto, 4 n[illegible] tires, cmpt brake o'haul, 89,0[illegible] mi, tape deck, $700, 678-1565 A[illegible] rara, aft 6 PM.

MAROON Mustang convert, 196[illegible] exc con 289, fac 4 sp, conso[illegible] rec whle top, $2495 929-62[illegible] Philomath, Or

68 CALIFORNIA Special, ver[illegible] clean, mags, cptg, 8-trk [illegible] hdphon, collectors item! $18[illegible] cash or offer, 666-2982

1966 MUSTANG Yell[illegible] wheels, very shar[illegible] sell Gladstone Impo[illegible] 655-630[illegible]

68 MUSTANG, [illegible] auto, PS, head[illegible] ers, Holly[illegible], good shape $1100 [illegible]

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Metallic Firemist Green with

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[illegible]

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[illegible]NW Broadway 222-1801

77 VOLARE

4 Door sedan, auto, 225-2BBL cylinder, vinyl seat, WSW [illegible]rviced. Stk No 53408

$3949

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[illegible]RYSLER-PLYMOUTH INC.
[illegible]NW Broadway 222-1801

975 Plymouth Duster

[illegible]inder, 4 speed, power steering, only 15,000 miles, like new condi[illegible]

$2825

[illegible]TH VOLKS-BMW-SUBARU
182nd & SE Division
[illegible]051 665-7121

71 Duster $998

EASTMAN'S 654-[illegible]

GO TOPLESS

69 Fury III convertible, small V8, automatic, PS, PB, R&H This sharp gold and white car is a fine example of convertible access peak in the summer Buy this at only $1295 this week. 287-8300 NE dealer

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73 Plymouth Satellite Sebring Deluxe 2 door hardtop, new treads. Blue book, $2560, sell for best offer over $1200
Public Finance
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74 Duster econ, clin lo mi, V8 owner $1800 Co 659-3808

1970 PLYMOUTH Roadrunner 2dr HT 4 spd, fat rubber, Rally wheels, buckets, immaculate, [illegible] take trade & help arrange [illegible]nance 644-3554 dir

77 PLYMOUTH Volare 2 dr sedan 6 cyl, auto, under 3000 mi $800 equity, take over my payments 266-1309 Canby, after 6

72 FURY III, creampuff, wifes car 41,000mi, 360 v-8, PS, PB, AT R&H, Air, 4dr, vinyl top radials 253-8858

70 DUSTER 2DR HT, PS, PB, AT [illegible] good cond $1600 best offer 70 DUSTER 2DR HT PS PB AT $1600-best 357-9755 Forest Grove

71 DUSTER Air cond, power steering & brakes, $1695 GLADSTONE IMPORTS, 655-6305

76 DUSTER 11,000 miles, mint condition, fac A-C, PDB, AT 318 [illegible] remote mirror $3550, 292-3[illegible]

1975 CUSTOM 4 door hardtop, [illegible] mileage, full power, air [illegible] evenings 288-4393

1972 PLYMOUTH Duster [illegible] spd, on sale now $2195 234-0330

71 DUSTER 2 dr HT, slant 6, A[illegible] good clean car [illegible] dir 282-0956

seats with luxury interior. Sky Blue with matching interior. Beautiful car Financing available OAC

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Air, really nice.
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1969 Pontiac 2 Door

V8 Auto runs good — LeMans Coupe

66 GTO 2dr, new 4spd & clutch, also new timing chain, AM-FM tape, looks great, must sell $925 654-[illegible]

74 PONTIAC Luxury LeMans 2-dr, low mileage, loaded, in very good condition Must Sell $3095 [illegible]

1974 PONTIAC Grand Prix, moving must sell, 42,000 mi, lots of extras, No damage $3500 or offer 292-2457

73 GRANDVILLE 4-d, air power extras Baptist Missionary selling Make offer 232-1508

71 PONTIAC Bonneville, air power $[illegible] GLADSTONE IMPORTS 655-6305

73 GRAND Wagon, 6 pass, V8, AT PS PB, AC $1250 620-1559 days 661-3296 eves

1971 PONTIAC Executive 4dr PS [illegible] cruise control, R&H, wd tires air cond $791 246-7087

1971 PONTIAC Grand Prix, am[illegible] ac PS PB, steel belted radials [illegible] $550C 654-929[illegible]

68 BONNEVILLE Convert, local [illegible] red w/ wht int, looks drives [illegible] excel $1195 Bob Ward 222-5314

[illegible] GRD AM COUPE 35,000 mi [illegible] Loaded $1500 or offer [illegible]

65 LEMANS Clean, powerful [illegible] must sell $400 or best 236-1216

[illegible] OLD CONVERTIBLE [illegible] ask $1200 232-0618, [illegible] 3587

1971 PONTIAC 2dr reg, white vinyl [illegible] interior V8 PS PB tilt $1495 357-2149 Corne[illegible]

[illegible] 4dr hdtp, fade [illegible] air, best [illegible] $[illegible] 423 dir

[illegible] PARK 4dr clean 2 door [illegible] AC must sell $650 or [illegible] 540-2155

[illegible] Buick 2 dr [illegible] PB radials, black [illegible] Must go 287-4947

[illegible]

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561

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SONG SELECTIONS

STEADY BEAT

Sample Songs:
- ABC Song
- Bingo
- Catalina Madalina
- Dip Dip and Swing
- Head and Shoulders
- If You're Happy
- Noble Duke of York
- Oh Susanna
- Polly Wolly Doodle
- She'll Be Coming Round the Mountain
- Skip to My Lou

Harcourt Brace Jovanovich - Beginning Level
- The Steppy, Peppy Spider
- You Can't Make a Turtle Come Out
- Wiggle, Wiggle

Harcourt, Brace, Jovanovich - Level One
- Rhythm
- Animal Rhythm Band
- The Happiest Day of My Life

Harcourt, Brace, Jovanovich - Level Two
- Mama Crab
- Strange Barnyard

Harcourt, Brace, Jovanovich - Level Three
- Swaying
- Let's Celebrate the Seasons

American Book Company: New Dimensions in Music - Music for Early Childhood
- Yankee Doodle 125
- We Wish You a Merry Christmas 141
- Trampin' 8
- This Old Man 71
- This is My Right Hand 76
- Skip To My Lou 40
- Riding Bumpity-Bump 7
- Merry Go Round 122
- Johnny Get Your Hair Cut 92
- Hickory Dickory Dock 11
- Farmer in the Dell 89

American Book Company: New Dimensions in Music - Beginning Music:

Walk With Me 51
Three Times Round 135
Tideo 99
Rig-A-Jig-Jig 134
Little Wheel A-Turning 133
Kookaburra 41
How D'You Do 26
A-Hunting We Will Go 28
Clap Your Hands 29

American Book Company: New Dimensions in Music - Enjoying:

Train is A-Coming 22
Tinga Layo 132
This Land is Your Land 2
Love Somebody 188
Hey Lidee 6
Come Roving With Me 104
Magic Penny 40
Sandy Land 43

American Book Company: New Dimensions in Music - Expressing:

Yankee Doodle 30
When Johnny Comes Marching 160
We're All Together 4
Over the River 169
Marching to Pretoria 76
Down the River 64
Merry Go Round 38
Tinga Layo 41

Silver Burdett-Early Childhood:

Cooking Dinner 168
Counting Song 109
Epo i Tai Tai 67
Tive Puppies 28
Hand-Game Song 124
Here Sits A Monkey 2
The Jackfish 152
Jig Along Home 60
Jingle Bells 94
Listen to the Horses 21
Little Sacka Sugar 42
Mama Paquita 140
Punchi Nello 171
Shake That Little Foot 37
Sit Down, Brother 57
Uncle Jessie 50

Silver Burdett-Book One:

A Ram Sam Sam 156
All Around the Kitchen 4
Barnacle Bill 12
Clap Your Hands 37
Hi-Dee-Roon 25
Jennie Jenkins 137
Mama Paquita 77
Roll an' Rock 1
Jingle Bells 184

Silver Burdett-Book Two:

All Me Rock 60
Band in the Square 36
Can You Do This? 28
Going Over the Sea 157
Hop Up and Jump Up 101
Little By Little 251
Old Joe Clark 49
This Old Man 199
You Can't Make a Turtle 248

Silver Burdett-Book Three:

A Ram Sam Sam 113
Bella Bimba 70
German Instrument Song 95
Ging Gong Gooli 198
I Clap My Hands 151
Mama Paquita 7
Marching to Pretoria 204
Old Joe Clark 5
Polly Wolly Doodle 211
Roll an' Rock 56
Scratch 83
'Taters 41

TEMPO CHANGES

Song Selections

Harcourt, Brace, Jovanovich - Beginning Level:
We Are Moving
Hattie the Cat

Harcourt, Brace, Jovanovich - Level One:
Animal Rhythm Band

Harcourt, Brace, Jovanovich - Level Two:
Over and Over
Sharing Spaces

Harcourt, Brace, Jovanovich - Level Three:
Friends
What's So Funny?

American Book Company: New Dimensions in Music - Beginning Music:
Fun With Hands 35
Counting Sheet 53
Slow Down Song 9

Silver Burdett - Book 1:
The Wind Blew East 27

Silver Burdett - Book 2:
Play For Ma Dogoma 8
Grey Monde 31
My Nipa Hut 64
So Goes the Train

Silver Burdett - Book Three:
Roll an' Rock

Listening Selections

Children's Symphony 1st Movement	(McDonald)	RCA G3V2
3rd Movement		RCA G2V1
Circus Music (Red Pony)	(Copland)	RCA G2V1
Classical Gas		WB 7190
Dueling Banjos		WB 7659
Little Train of Caipora	(Villa-Lobos)	RCA G2V1
Marche	(Lully)	RCA G3V2
Morris Dance (Henry VIII Suite)	(German)	RCA G1V2
Non Troppo Mosso (Cimarosiana)	(Malipiero)	RCA G2V2
Parade (Divertissement)	(Ibert)	RCA G1V1
Pizzicato Polka	(Shostakovich)	RCA G1V1
Prelude to "The Birds"	(Respighi)	RCA G2V2
Pumpkin Eaters Little Fugue	(McBride)	RCA G2V2
Skating in Central Park(Love Story)		See Soundtracks
Troika (Lt. Kije)	(Prokofieff)	RCA G2V2
Tuileries (Pictures-Tomita)		See Electronic

METER CHANGES

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Little Bird, Little Bird 63
- How Many Days? 75
- Little Robin Redbreast 49

American Book Company: New Dimensions in Music - Beginning Music:
- Bright Moon 60

American Book Company: New Dimensions in Music - Enjoying:
- My Friend 106
- Sing Noel 182

American Book Company: New Dimensions in Music - Expressing:
- Play Song 56
- The Night Bear 105

Silver Burdett - Early Childhood:
- Little Bird Go Through My Window 46
- Hand - Game Song 124
- Floating Down the Stream 158

Silver Burdett - Book 1:
- Tom Moulin 56
- Little Bird 78
- In the Sunny Meadow 160
- Dipidu 167

Silver Burdett - Book 2:
- Dipidu 4
- Grey Mondie 31
- My Nipa Hut 64
- Counting Song 214

Silver Burdett - Book 3:
- Ol' Clo' 191
- Pinata Song 210

Listening Selections

Alligator and the Coon (Thompson)	RCA G3V2
Bells (Hanson)	RCA G2V2
Promenade (Mussorgsky)	RCA G1V2

FERMATA

Song Samples:
Bear Went Over the Mountain

Harcourt, Brace, Jovanovich - Beginning Level:
Hattie the Cat

Harcourt, Brace, Jovanovich - Level One:
Animal Rhythm Band

Harcourt, Brace, Jovanovich - Level Three:
Ready to Laugh 134

American Book Company: New Dimensions in Music - Music For Early Childhood:
We Are All Nodding 13
Wake Up 19
Los Patos 59
I Like the Policeman 97
A Monorail 105

American Book Company: New Dimensions in Music - Beginning Music:
On My Way to School 4
Wake Up 16
Jump or Jiggle 31
Tiger Cat Tim 46
Snow 95
Butterfly 38

American Book Company: New Dimensions in Music - Enjoying:
Jump or Jiggle 71
Congo Lullaby 93
Drip Drop the Rain 92
The Kite 108
Up in a Balloon 161
Ten in the Bed 163
Sing to Rejoice 182
Es Regnet 190

American Book Company: New Dimensions in Music - Expressing:
The River Tea 28
Merry Go Round 38
The Moon of Wintertime 176

Silver Burdett - Early Childhood:
Sing A Little Song 45
Can You Guess What I Am? 63
Bear Went Over the Mountain 70

Silver Burdett - Book 1:
All Around the Kitchen 4
The Wind Blew East 27
Tom Moulin 56

Silver Burdett - Book Two:
Jimmie Crack Corn 14
Shoo, Fly
Flying Kites 215

Silver Burdett - Book Three:
Ain't Gonna Rain 157
The Lep-echaun 160
Rain Song 163
Ol' Clo 191
El Rorro 192

REPEAT SIGN

Song Samples:
- Catalina Madalina
- Hey Ho-Nobody Home
- John Jacob

Harcourt, Brace, Jovanovich - Beginning Level:
- Which Way Does It Go?

Harcourt, Brace, Jovanovich - Level One:
- The Happiest Day of My Life 85
- Rhythm 55
- Feelings 118

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Old MacDonald 61
- Count With Me 66
- Waiting 125
- George Washington 151
- Stop! Stop! 113

American Book Company: New Dimensions in Music - Beginning Music:
- Hush Little Baby 18
- Walk With Me 51
- Why Do Bells Ring? 94
- My Valentine 97
- Sam the Spaceman 139
- Regen 86

American Book Company: New Dimensions in Music - Enjoying:
- Fiddler on the Roof 8
- Sambalele 54
- Michaud 59
- Chiapenecas 74
- Sing Noel 182
- Rock Around the World 46
- Imandwa 91
- We Are Good Musicians 126
- Tum Tum 157
- A Bell Noel 180
- A Christmas Greeting 186

American Book Company: New Dimensions in Music - Expressing:
- La Jesusita 14
- A Trip on a Rocket Ship 32
- Ngoye 55
- The Orchestra 112
- We'll Be Happy 124
- The Cuckoo 134
- Sammy 136
- Skin and Bones 168

Silver Burdett - Early Childhood:

Hey Little Boy! 8
Bonga 23
Douglas Mountain 38
I Love My Shirt 51
Mama Bake the Johnny Cake 59
Can You Guess What I Am? 63
Hush Little Baby 64
O Tannenbaum 90
The Tower of Alicante 101
Red Hen's Song 104
Basay Down 108
Counting Song 109
Hand Game Song 124
Mama Paquita 140
The Angel Band 183

Silver Burdett - Book One:

Lulla Lullaby 33
Mama Paquita 77
Nobody Likes A Ghost 162
The Busy Washer Woman 168
Hop Up and Jump Up 171

Silver Burdett - Book Two:

Best Friends 53
My Nipa Hut 64
Hop Up and Jump Up 101
Jambalaya Game 136
I Clap My Hands 218
I Have a Little Drum 221

Silver Burdett - Book Three:

I Clap My Hands 151
Mama Paquita 156
Rain Song 163
Who Has the Ring? 166
Little David, Play On Your Harp 172
All Hid 173
Scratch! Scratch! 178
Ging Gong Guoli 198
What You Gonna Call? 222
Wonders Never Cease 225

Threshold to Music - Early Childhood:

Jack Be Nimble 20
I Can Play 21
Old MacDonald 25
Roll Over 55

Threshold to Music - Level One:

Old MacDonald 21
I've A Pair of... 47
Camptown Races 59
Roll Over 72
Good Bye Old Paint 86

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UP AND DOWN
(see interval lists)

Song Samples:
All the Pretty Little Horses
John Jacob
Mary Had a Baby
Noble Duke of York
Old MacDonald
This Old Man
Yankee Doodle

Harcourt, Brace, Jovanovich - Beginning Level:
Steppy, Peppy Spider
Which Way Does it Go?

Harcourt, Brace, Jovanovich - Level One:
The Happiest Day of My Life
Shadow

Harcourt, Brace, Jovanovich - Level Two:
Strange Barnyard 140
Steam Shovel Song 48
Birds Can Fly Up 25
Where the Birds Fly High

Harcourt, Brace, Jovanovich - Level Three:
Let's Celebrate the Seasons 137

American Book Company: New Dimensions in Music - Music for Early Childhood:
Hickory, Dickory Dock 11
With Daddy 18
Rocking with Grandfather 21
Autumn Leaves 25
Listen to the Wind 26
There Came to My Window 29
Summer 31
Here's the Beehive 47
America 153
Sungura's Song 55
Friends 57
Old MacDonald 61
The Dentist 88
Old King Cole 117
Thanksgiving 136
Go Tell it On the Mountain 140

American Book Company: New Dimensions in Music:
Little Crab 42
Counting Sheep 53
Arithmetic Problems 55
Tiger Cat Tim 46

American Book Company: New Dimensions in Music - Enjoying Music:

I'm Gonna Sing 3
Monte Sur Elephant 48
Chiapenecap 74
Indian Lullaby 76
Peter and Pal 79
Bye 'n Bye 102
The Hunter 111
We Are Good Musicians 126
Join Into The Game 4
C is for Clouds 20

American Book Company: New Dimensions in Music - Expressing:

I Like Autumn 7
Sun is Down 8
Marching to Pretoria 76
An American Frigate 79
Melody 89
Au Clair de la Lune 89
Theme 91
Noel 94
Trumpet Tune 95
White Coral Bells 132
Frere Jacques 139
Simple Gifts 156
Two Pigeons 159
Easter is Here 191

Silver Burdett - Early Childhood:

Counting Song 109
Five Puppies 28
Head Shoulders Baby 56
Hey Liley Liley Lo 36
My Predyl 86
Pass the Shoe 52
Pick a Bale of Cotton 125
Put on Your Walking Shoes 12
Douglas Mountain 38
Cooking Dinner 168

Silver Burdett - Book One:

This Old Man
Old Roger 65
Ghost of John 72
Ball Goes Roun' 79
Battle Hymn 99

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Silver Burdett - Book Two:

Jimmie Crack Corn 14
Michael Row the Boat Ashore 15
Sweetheart Out A-Hunting
Can You Do This? 28
The Critter Got Away 66
Lulla, Lullaby 100
The Dragon 110
Lady Come 111
Battle Hymn 149
Alphabet Song 208
Hold My Mule 216

Silver Burdett - Book 3:

I Clap My Hands 151
All the Pretty Little Horses 161
Shepherds Came to Bethlehem 179
El Rorro 192
At the Gate of Heaven 195
Melchior and Balthazar 206
Swing, Swing Away 217
Windows of the World 223

Threshold to Music - Early Childhood:

London Bridge 11
Let's Go Walking 12
Bow Belinda 16
Yankee Doodle 18
Old MacDonald 25
Are You Sleeping 47
Bear Went Over the Mountain 59

Threshold to Music - Level 1:

Hickory Dickory Dock 10
Swing Swing 10
Paw Paw Patch 14
Yankee Doodle 16
Hey Ho 62
Three Blind Mice 81

Threshold to Music - Level 2:

My Lord What a Morning 21
Au Clair de la Lune 21
Turn the Glasses Over 33
Come Let's Sing 36
On Top of Old Smokey 39
This Train 45
Canoe Song 47

STAYS SAME

Song Samples:
- Catalina Madalina
- If You're Happy
- Looby Lou
- Old MacDonald

Harcourt, Brace, Jovanovich - Level One:
- The Happiest Day of My Life

Harcourt, Brace, Jovanovich - Level Two:
- Steam Shovel Song 48
- Birds Can Fly Up 25

American Book Company: New Dimensions in Music - Music for Early Childhood:
- Blow Ye Winds 81
- Classroom Dance 38
- Farmer in the Dell 89
- Five Little Chickadees 67
- Four in a Boat 100
- Jingle at the Window 35
- Los Patos 59
- Old Brass Wagon 37
- Old MacDonald 61
- Peter Penguin 54
- Ti-Ri-Lin 121

American Book Company: New Dimensions in Music - Beginning Music:
- A-Hunting We Will Go 28
- Bee and the Pup 47
- Fire Song 74
- One and One 54
- We'll All Clap Hands 12
- Shore 67
- Three Times 163
- Sh! be Quiet 179

American Book Company: New Dimensions in Music - Enjoying Music:
- Riding in My Car 11
- If You're Happy 38
- The Lion Game 41
- Old Chisholm Trail 58
- Aliamon 72
- Famous Duke of York 103
- Humming Bird 105
- My Friend 106
- The Nightingale 110
- Clocks and Watches 135
- Bonsoir, Mes Amis 166
- Happy Birthday 171
- Sing Noel 182

American Book Company: New Dimensions in Music - Expressing Music:
- We're All Together 4
- Down the River 65
- Marching to Pretoria 76

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Geronimo's Medicine Song 102
Let's Build a Town 116
Y'a un Rat 164

Silver Burdett - Early Childhood:
Chickamy Chickamy Craney Crow 74
Counting Song 109
Epo i Tai Tai E 67
Red Hen's Song 106
Tottenham Toad 98
Brother Rabbit 30
Santy Maloney 31
Dan Tucker 39
Pick a Bale of Cotton 125
Mama Paquita 140

Silver Burdett - Book One:
I'm Gonna Sing 31
Get on Board 40
Mama Paquita 77
Wild Bird 86
Ol' Bald Eagle 117
Jennie Jenkins 137
A Ram Sam Sam 156

Silver Burdett - Book Two:
Wake Me 1
Get on Board 9
The Band in the Square 36
Shoo, Fly 51
Hop Old Squirrel 118
I Clap My Hands 218
One Cold Frosty Morning 232
Raid the Refrigerator 235

Silver Burdett - Book Three:
Mama Paquita 156
Rain Song 163
'Taters 168
Roll an' Rock 169
Joyous Chanukah 184
Marching to Pretoria 204
Nobody's Business 208
Yesterday Morning 226

Threshold to Music - Early Childhood:
Roll Over 55
Clocks 57

Threshold to Music - Level One:
Hop Old Squirrel 83
Old Woman 69

Threshold to Music - Level Two:
Au Clair de la Lune 21
Old Woman 25
Mary Had A Baby 29
Kookaburra 69

JUMP/SKIP

Song Samples:
- All the Pretty Little Horses
- In a Cottage
- Music Shall Live
- Old MacDonald
- Yankee Doodle

Harcourt, Brace, Jovanovich - Level One:
- Shadow
- Green Song 18

Harcourt, Brace, Jovanovich - Level Two:
- Curl Up - Stretch Out

American Book Company: New Dimensions in Music - Music for Early Childhood:
- Black Cat 135
- Cat in the Snow 27
- Count with Me 66
- Down by the Station 12
- Going to the Fair 70
- Happy Day 30
- Los Patos 59
- One, Two 69
- Pony Song 62
- Pooh's Song 28
- Rain 26
- Rainbow Song 74
- Slish, Slosh 83
- Sungura's Song 55
- Things I Touch 82
- This Old Man 71
- Trampin' 8

American Book Company: New Dimensions in Music - Beginning Music:
- All Night 173
- Autumn Leaves 83
- Black Cat 84
- Down Down 167
- Easter Eggs 100
- Five Puppies 57
- Fun With Hands 35
- Giant Steps 165
- Good Morning Song 17
- Hanukah 88
- Happy Bus 78
- I'm Sam the Spaceman 177
- Jump or Jiggle 31
- Little Crab 42
- Pussy Cat 44
- Sweetly Sings the Donkey 45
- Ten Little Indians 50
- Thunder and Lightning 168

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American Book Company: New Dimensions - Enjoying Music:

I'm Gonna Sing 3
Bye 'n Bye 102
Bus Song, The 24
Dog and Cat 131
Dipidu 12
Hey Lidee 6
He's Got the Whole World 39
La Raspe 127
Ten in the Bed 163
My Little Sailboat 164
Row Your Boat 137
Kum Ba Yah 10
Wind Wind 29
Friendly Cricket 56

American Book Company: New Dimensions - Expressing:

All Night 10
La Jesusita 14
The Orchestra 112
Y'a Un Rat 164
French Cathedrals 190

Silver Burdett - Early Childhood:

John the Rabbit 15
Pass the Shoe 52
Jig Along Home 60
Husch, Husch, Husch! 80
Race You Down the Mountain 82
Pick a Bale of Cotton 125
Slow - Steady 132

Silver Burdett - Book One:

Octopus' Garden 23
Lulla, Lullaby 33
Bye 'n Bye 45
The Carpenter 141
In the Window 170

Silver Burdett - Book Two:

The Band in the Square 36
The Millwheel 85
Lulla, Lullaby 100
Bye 'n Bye 147
Brother Noah 163
Hush Little Baby 172

Silver Burdett - Book Three:

Brother Noah 154
All the Pretty Little Horses 161
New Year's Song 165
'Taters 168

Threshold to Music - Early Childhood:

Let's Go Walking 12

Threshold to Music - Level Two:

There's a Hole in the Bucket 40

ROUNDS

Song Samples:
- Dip, Dip and Swing
- Hey Ho - Nobody Home
- I'm Goin' to Leave
- Music Shall Live

Harcourt, Brace, Jovanovich - Level Three:
- Bells

American Book Company: New Dimensions in Music - Beginning Music:
- Sing Together 8

American Book Company: New Dimensions in Music - Enjoying Music:
- Frere Jacques 77
- Try a Simple Round 134
- Clocks and Watches 135
- White Sand 137
- Row Your Boat 137
- For Health and Strength 175
- A Christmas Greeting 186
- Skate Boys Skate 187

American Book Company: New Dimensions in Music - Expressing Music:
- White Coral Bells 132
- Kites Go Sailing 133
- The Cuckoo 134
- Grasshoppers Three 135
- Sing Together 135
- Hear the Bells 138
- Frere Jacques 139
- Sing and Rejoice 190
- French Cathedrals 190

Silver Burdett - Early Childhood:
- Epo i Tai Tai E 67
- Santy Maloney 31

Silver Burdett - Book One:
- A Ram Sam Sam 156
- Ghost of John 72
- Old Roger 65

Silver Burdett - Book Two;
- The Frog Song 72
- Lady Come 111
- Ringing Bells 103

Silver Burdett - Book Three:
- Ah Poor Bird 195
- A Ram Sam Sam 13
- Ghost of John 46
- Ging Gang Gooli 198

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Threshold to Music - Level One:
Hey Ho 63

Threshold to Music - Level Two:
Why Shouldn't My Goose 23
Come Let's Sing 36
Chairs to Mend 45
Sing Sing Together 57

CALL-RESPONSE

Song Samples:
I'm Goin' To Leave

Harcourt, Brace, Jovanovich - Level One:
Feelings 118
Making Things 92

American Book Company: New Dimensions in Music - Music For Early Childhood:
The Muffin Man 118

American Book Company: New Dimensions in Music - Beginning Music:
Who Has the Penny? 34

American Book Company: New Dimensions in Music - Enjoying Music:
Kum Ba Yah 10
Dipidu 12
The Train is a Coming 22
Imandwa 93
Pi Meinanga 94
We Are Good Musicians 126

American Book Company: New Dimensions in Music - Expressing Music:
Atadwe 54
Get on Board 72
Let's Build a Town (2.3.) 116-117

Silver Burdett - Early Childhood:
John the Rabbit 15
Birthday Song 20
Hey Liley Liley Lo 36
Train is a-Coming 96
Won't You Let The Birdie Out? 110

Silver Burdett - Book One:
Michael, Row the Boat Ashore 13
Great Big Start 178

Silver Burdett - Book Two:
Somebody's Knocking at Your Door 5
Michael, Row the Boat Ashore 15
Che Che Koolay 90
Mary Had A Baby 144
Great Big Stars 184
Run With the Bullgone

Silver Burdett - Book Three:
Che Che Koolay 158
All Hid 173
Hill an' Gully 189

Threshold to Music - Level One:
Who Has the Penny? 29

Threshold to Music - Level Two:
I Saw a Rabbit 71

MAJOR

Sample Songs:
- ABC Song
- Around the Ring
- Bear Went Over the Mountain
- Bingo
- Catalina Madalina
- Did You Ever See a Lassie
- Eensy Weensy Spider
- Head and Shoulders
- If You're Happy
- In a Cottage
- John Jacob
- Looby Loo
- Muffin Man
- My Bonnie
- Oh Susanna
- Polly Wolly Doodle

Harcourt, Brace, Jovanovich - Beginning Level:
- Steppy, Peppy Spider
- Which Way Does it Go?
- You Can't Make a Turtle

Harcourt, Brace, Jovanovich - Level One:
- Happiest Day of My Life
- Green Song

Harcourt, Brace, Jovanovich - Level Two:
- Strange Barnyard

Harcourt, Brace, Jovanovich - Level Three:
- What's So Funny?

American Book Company: New Dimensions in Music - Music For Early Childhood:
- The Old Brass Wagon 37
- London Bridge 36
- One, Two 69
- Johnny Get Your Hair Cut 92
- Tideo 35

American Book Company: New Dimensions in Music - Beginning Music:
- The Bee and the Pup 47
- The Happy Bus 78
- Who Has the Penny 34
- Hey Betty Martin 30
- Good Night 22

American Book Company: New Dimensions in Music - Enjoying Music:
- America 194
- Love Somebody 188
- Go Tell It 179
- Ten Puppies 73
- Cascabel 181

American Book Company: New Dimensions in Music - Expressing Music:

- Merry Go Round 38
- Marching to Pretoria 76
- An American Frigate 79
- Crocodile Sing 42
- There's A Little Wheel 43

Silver Burdett - Early Childhood:

- The Bangalong Man 7
- Red Hen's Song 106
- Little Red Wagon 76
- Five Puppies 28
- Pass the Shoe 52

Silver Burdett - Book One:

- A Ram Sam Sam 156
- Octopus' Garden 23
- Mama Paquita 77
- Round the Corner, Sally 151
- Hi-Du-Roon 25

Silver Burdett - Book Two:

- Band in the Square 36
- Can You Do This? 28
- Jimmie Crack Corn 14
- Ring Game 114
- You Can't Make a Turtle 248

Silver Burdett - Book Three:

- Ging Gong Gooli 198
- Join Into the Game 202
- Polly Wolly Doodle 211
- Scratch 83
- Clover 29

MINOR

Sample Songs
- All the Pretty Little Horses
- Dip, Dip and Swing
- Ghost of Tom
- Hey Ho - Nobody Home

Harcourt, Brace, Jovanovich - Beginning Level:
- Rabbits Dance

Harcourt, Brace, Jovanovich - Level Two:
- Mama Crab Daughter Crab 112

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Sh'ney Dubim 70
- Careful! 111
- Leave the Medicine 112

American Book Company: New Dimensions in Music - Beginning Music:
- Fun With Hands 35
- Captain and Men 56
- Boatman's Song 76
- Thunder and Lightning 169
- Bright Moon 60

American Book Company: New Dimensions in Music - Enjoying Music:
- A Shepherd Song 155
- Black and Gold 173
- Willie, Take Your Little Drum 184

American Book Company: New Dimensions in Music - Expressing Music:
- A Trip in a Rocket Ship 32
- Indian Lullaby 104
- Ramadan Chant 122
- When Johnny Comes Marching Home 160

Silver Burdett - Early Childhood:
- John the Rabbit 15
- Jackfish 152
- Purim Song 170

Silver Burdett - Book One:
- All Around the Kitchen 5
- Wild Bird 86
- For Thy Gracious Blessing 87
- All Night Long 164

Silver Burdett - Book Two:
- Shake Hands Mary 2
- Cradle Hymn 87
- Village Dance 158
- Thanksgiving 160
- Ay Lye, Lyu Lye 211
- In the Window 222
- The Little Tree 227
- Pockets 234

Silver Burdett - Book Three:

What You Gonna Call? 222

Hey Ho Hey Lo 159

Taters 168

SCALE

Song Samples:
- Taffy
- This Old Man

Harcourt, Brace, Jovanovich - Level One:
- Feelings 118

American Book Company: New Dimensions in Music - Music For Early Childhood:
- How Many Days? 75
- Twosies 128

American Book Company: New Dimensions in Music - Beginning Music:
- Let's Play 11
- Four Little Stars 62
- Stop-Go 75
- Autumn Leaves 88
- Why Do Bells 94
- Down Down 167
- Sam the Spaceman 176

American Book Company: New Dimensions in Music - Enjoying Music:
- St. Paul's Steeple 114
- Counting Stars 114

Silver Burdett - Early Childhood:
- Put On Your Walking Shoes 12
- Sing A Little Song 44
- Mama Paquita 140
- All The Little Birds 177
- Little Bird Go Through My Window 12

Silver Burdett - Book One:
- The Death of Mr. Fly 16
- Gatatumba 18
- Ball Goes Roun' 79
- The Birds Song 168

Silver Burdett - Book Two:
- The Death of Mr. Fly 22
- My Nipa Hut 64
- My Silver Whistle 150
- The Little Tree 227

Silver Burdett - Book Three:
- Bella Bimba 174
- Mama Paquita 156
- German Instrument Song 181

Threshold to Music - Early Childhood:
- Taffy 32

Threshold to Music - Level One:
- Bells 39

Threshold to Music - Level Two:
- Mr. Banjo 45

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PENTATONIC

Song Samples:
- Mary Had A Baby
- Old MacDonald

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Rainbow Song 74
- Hail on the Pine Trees 84

American Book Company: New Dimensions in Music - Beginning Music:
- After School 7
- Bright Moon 60

American Book Company: New Dimensions in Music - Enjoying Music:
- Riding in My Car 11
- Autumn 147
- Fuhng Yang Wa Gu 146

American Book Company: New Dimensions in Music - Expressing Music:
- Sukura 144
- Yi Mung Shan 148
- Cha Yang Wu 149

Silver Burdett - Early Childhood:
- The Angel Band 182
- Chickamy Chickamy Craney Crow 74
- Going on a Picnic 136
- Hand Game Song 124
- Head-Shoulders, Baby 56
- Hey Little Boy 8
- Listen to the Horses 21
- Sit Down Brother 57
- Won't You Let the Birdie Out? 110

Silver Burdett - Book One:
- Barnacle Bill 12
- Big-Eye Rabbit 157
- Get On Board 40
- Hop Up and Jump Up 171
- Jennie Jenkins 137
- Let's Go to the Sea 178
- Mr. Rabbit 35
- The Old Gray Goose 112
- Old Joe 100
- Ringing Bells 172
- Sing Hallelu 185
- Suo Gan 158
- Who I Am 2
- Wild Bird 86

Silver Burdett - Book Two:

Cotton Eye Joe 213
Get On Board 9
Hold My Mule 216
Hop Up and Jump Up 101
Mary Had a Baby 144
Nu Ja Ja 231
Ringing Bells 103

Silver Burdett - Book Three:

Hana Ichi Momme 175
Imagination of Grand Sea 201

SOL-MI

Song Samples:
- Starlight, Starbright
- This Old Man

Harcourt, Brace, Jovanovich - Level One:
- Rhythm 55

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Happy Day 30
- Little Bird 63
- One, Two 69
- Slish, Slosh 83
- Twosies 128
- Wake Up 19

American Book Company: New Dimensions in Music - Beginning Music:
- Wake Up 10
- Hanukah 88
- Summer Day 101

American Book Company: New Dimensions in Music - Enjoying Music:
- I'm Gonna Sing 3
- Dipidu 12
- Wind Wind 29
- Friendly Cricket 56
- My Little Sailboat 164

Silver Burdett - Early Childhood:
- Santy Maloney 31
- Hey Lilly Lilly Lo 36
- Star Flower 179

Silver Burdett - Book 1:
- All Around the Kitchen 4
- This Old Man 11
- Old Joe 100

Silver Burdett - Book 2:
- Play For Ma Dogama 8
- The Rooster 237

Silver Burdett - Book Three:
- Joyous Chanukah 184
- Wonders Never Cease 225
- Che Che Koolay 158

Threshold to Music - Early Childhood:
- Teddy Bear 41
- Pease Porridge Hot 41

Threshold to Music - Level One:
- Swing Swing 10

MI-DO

Song Samples:
Did You Ever See A Lassie?

Harcourt, Brace, Jovanovich - Level One:
Rhythm 55

Harcourt, Brace, Jovanovich - Level Two:
Mama Crab and Daughter Crab 112

American Book Company: New Dimensions in Music - Music for Early Childhood:
Trampin' 8
Black Cat 135

American Book Company: New Dimensions in Music - Beginning Music:
Black Cat 84
Fun With Hands 35
Happy Bus 78

American Book Company: New Dimensions in Music - Enjoying Music:
Hey Lidee 6
Wind Wind 29

American Book Company: New Dimensions in Music - Expressing Music:
Grasshoppers Three 135
Y'a un Rat 164

Silver Burdett - Early Childhood:
The Donkey 129
Mama Paquita 156

Silver Burdett - Book One:
Old Joe 100
Jennie Jenkins 137

Silver Burdett - Book Two:
Barnyard 122
Wake Snake 180

Silver Burdett - Book Three:
Mama Paquita 156
All Hid 173

SOL-LA-MI

Song Samples:
ABC Song
Starlight, Starbright

Harcourt, Brace, Jovanovich - Level Two:
Rain, Rain Go Away 147

American Book Company: New Dimensions in Music - Music For Early Childhood:
Rainbow Song 74
Old King Cole 117

American Book Company: New Dimensions in Music - Beginning Music:
Sam the Spaceman 177
Rig-A-Jig-Jig 155

American Book Company: New Dimensions in Music - Enjoying:
The Hummingbird 105
Jim Along Josie 42

American Book Company: New Dimensions in Music - Expressing:
An American Frigate 79
Kites Go Sailing 133

Silver Burdett - Early Childhood:
Bonga 23
Rain 149

Silver Burdett - Book 1:
Roll and Rock 1

Silver Burdett - Book 2:
Nu Ja Ja 231
My Silver Whistle 150

Silver Burdett - Book Three:
Who Has the Ring? 166
Ging Gong Gooli 198
Wonders Never Cease 225

Threshold to Music - Early Childhood:
Ring Around the Rosey 10
What Shall We Do? 49
Rain Rain Go Away 53
Johnny Get Your Hair Cut 61

Threshold to Music - Level One:
Rain, Rain Go Away 29
I've A Pair of ... 47
Bluebird 53
Camptown Races 59
Tideo 61

Threshold to Music - Level Two:
Skater's Waltz 39

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OCTAVE

Song Samples:
In A Cottage
Taffy

American Book Company: New Dimensions in Music - Music For Early Childhood:
Sungura's Song 55

American Book Company: New Dimensions in Music - Beginning Music:
Jump or Jiggle 31
Little Crab 42
Giant Steps 165
Green Grow the Leaves 64

American Book Company: New Dimensions in Music - Enjoying Music:
Bye 'n Bye 102
Dog and Cat 131

American Book Company: New Dimensions in Music - Expressing Music:
Two Wings 68
Easter is Here 191

Silver Burdett - Early Childhood:
Bangalory Man 7
Can You Guess What I Am? 63

Silver Burdett - Book One:
Clap Your Hands 37
Bye 'n Bye 45
The Flea and the Mouse 119
Sugar Is So Sweet 183
It's Me! 188

Silver Burdett - Book Two:
The Band in the Square 36
The Frog Song 72
My Silver Whistle 150
We're Coming to Greet You 245

Silver Burdett - Book Three:
'Taters 168

Threshold to Music - Early Childhood:
Taffy 32

Threshold to Music - Level One:
Old Woman 69

Threshold to Music - Level Two:
Old Woman 25
Night Herding Song 57

DO-RE-MI/MI-RE-DO

Song Samples:
- Clap Your Hands
- Hey Ho - Nobody Home
- Mary Had a Baby
- Noble Duke of York
- Polly Wolly Doodle
- Skip To My Lou
- This Old Man

Harcourt, Brace, Jovanovich - Level Two:
- Mama Crab and Daughter Crab

American Book Company: New Dimensions in Music - Music for Early Childhood:
- Bow Belinda 34
- Classroom Dance 38
- Down by the Station 12
- This Old Man 71
- Where is Thumbkin? 51
- Nodding 13

American Book Company: New Dimensions in Music - Beginning Music:
- A-Hunting We Will Go 28
- One and One 54
- Arithmetic Problems 55
- Shore 67
- Winter Ade 98
- Loud and Soft 32
- Go Tell Aunt Rhody 39

American Book Company: New Dimensions in Music - Enjoying Music:
- We Are Good Musicians 126
- Indian Lullaby 76
- Peter and Pal 79

American Book Company: New Dimensions in Music - Expressing:
- Sun is Down 8
- Noel 94
- Trumpet Tune 95
- Frere Jacques 139
- Simple Gifts 156
- Easter is Here 191
- Au Clair de la Lune 89

Silver Burdett - Early Childhood:
- Shake that Little Foot, Dinah-O 37
- Sit Down Brother 57
- Epo I Tai Tai E 67
- Little Red Wagon 76
- Old Woman and the Pig 78
- Love Somebody 104
- It Takes Alot of Hands 119
- Riding in the Buggy 138

Silver Burdett - Book One:

Barnacle Bill 12
Michael Row the Boat Ashore 13
I'm Gonna Sing 31
Get on Board 40
Ol' Bald Eagle 117
Suo Gan 128

Silver Burdett - Book Two:

Get on Board 9
Lulla, Lullaby 100
Ringing Bells 103
Hello, I'm Me 115
Hop Old Squirrel 118
Jambalaya Gate 136
Shanghai Chicken 173
Takibi 192
Ay-Lye Lyu-Lye 211
Cotton-Eye Joe

Silver Burdett - Book Three:

Ain't Gonna Rain 157
Clover 162
What is Love? 175
Shepherds Came to Bethlehem 179
Lemons 186
Burgalesa 193

Threshold to Music - Early Childhood:

Who's That? 38

Threshold to Music - Level One:

Jumping 11
Paw Paw Patch 14
Who Has the Penny? 29
Tideo 61
Three Blind Mice 81
Are You Sleeping 85

Threshold to Music - Level Two:

Mary Had A Baby 29
Sing Music That's Gay 39

DO-MI-SOL/SOL-MI-DO

Song Samples:
- Around the Ring
- Did You Ever See A Lassie?
- Skip To My Lou

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Bow Belinda 34
- Cat in the Snow 27
- Color Song 127
- Los Patos 59
- Pony Song 62
- Pooh's Song 28
- Paw Paw Patch 39
- Walking with the New Math 72

American Book Company: New Dimensions in Music - Beginning Music:
- Good Morning Song 17
- Pussy Cat 44
- Ten Little Indians 50
- Five Puppies 57
- Autumn Leaves 83
- Easter Eggs 100
- All Night 173
- Sam the Spaceman 177

American Book Company: New Dimensions in Music - Enjoying Music:
- Kum Ba Yah 10
- Bus Song 24
- He's Got the Whole World 39
- Swing Song 136
- Ten in a Bed 163

Silver Burdett - Early Childhood:
- Ambos a Dos 9
- Listen to the Horses 21
- Bonga 23
- Santy Maloney 31
- Roll on the Ground 66
- Love Somebody 104
- The Old Woman and The Pig 78

Silver Burdett - Book One:
- Skip to My Lou 6
- Hi-Dee-Roon 25
- Old Roger 65
- Mama Paquita 77
- Candy Man Blues 95

Silver Burdett - Book Two:
- Michael Row the Boat Ashore 15
- A Happy Song 182
- Ring Game 114
- Lulla Lullaby 100

Silver Burdett - Book Three:

Mi Pollera 207
Mama Paquita 156
Ain't Gonna Rain 157
Brother Noah 154

Threshold to Music - Early Childhood:

Bow Belinda 16
Jack Be Nimble 20
I Can Play 21
Ten Little Indians 35
Clocks 57

Threshold to Music - Level One:

Old Woman 69
Love Somebody 73

Threshold to Music - Level Two:

Why Shouldn't My Goose 23
Old Woman 25

DO-RE-MI-FA-SOL

Song Samples:
- ABC Song
- Ghost of Tom
- Head and Shoulders
- Hey Ho - Nobody Home
- Looby Lou
- She'll Be Coming 'Round the Mountain

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Pony Song 62
- Little Bird, Little Bird 63
- One Elephant 68
- Twinkle, Twinkle 85
- Peas Porridge Hot 124

American Book Company: New Dimensions in Music - Beginning Music:
- On My Way to School 4
- Magic Penny 34
- Ten Little Indians 50
- Green Grow the Leaves 64
- Pitter Patter 65
- Black Cat 84
- Three Times 163
- Los Pollitos 43

American Book Company: New Dimensions in Music - Enjoying Music:
- My Little Sailboat 164
- Sing and Rejoice 182
- Try a Simple Round 134

American Book Company: New Dimensions in Music - Expressing Music:
- Marching To Pretoria 76
- Melody 89

Silver Burdett - Early Childhood:
- Little Bird Go Through My Window 46
- My Dredyl 86
- The Tower of Alicante 101
- Wise Man Built His House 126
- All The Little Birds 177

Silver Burdett - Book One:
- Ghost of John 72
- The Busy Washerwoman 168
- Song of the Shepherds 182

Silver Burdett - Book Two:

The Critter Got Away 66
The Frog Song 72
Morning is Come 75
Lady Come 111
Ring Game 114
Dreydl Song 138
The Village Dance 158
Brother Noah 163
Ay, Di, Di Di 207
Little by Little 251

Silver Burdett - Book Three:

Hey Ho Hey Lo 159
Ghost of John 168
Roll an Rock 169
German Instrument Song 181
Contando 197
Howjido 200
Join Into The Game 202
Marching to Preotria 204

Threshold to Music - Level One:

Little Ducklings 29

Threshold to Music - Level Two:

Why Shouldn't My Goose?

SOL TO DO

Song Samples:
Bingo
Catalina Madalina
In A Cottage

Harcourt, Brace, Jovanovich - Level One:
The Happiest Day of My Life

American Book Company: New Dimensions in Music - Music for Early Childhood:
Down by the Station 12
Things I Touch 82
Waiting 125
Color Song 127
My Son John 126

American Book Company: New Dimensions in Music - Beginning Music:
Sweetly Sings the Donkey 45

American Book Company: New Dimensions in Music - Enjoying Music:
Bye 'n Bye 102
La Raspe 127

Silver Burdett - Early Childhood:
Uncle Jessie 50
My Dredyl 86
Zumba, Zumba 92
The Tottenham Toad 99
All the Little Birds 177
Brother John

Silver Burdett - Level One:
Barnacle Bill 12
The Wind Blew Fast 27
Mr. Rabbit 35
Clap Your Hands 37
Ringing Bells 172

Silver Burdett - Book Two:
My Nipa Hut 64
Che Che Koolay 90
Going Over the Sea 157
Pockets 234

Silver Burdett - Book Three:
Brother Noah 154
The Frog In the Well 180
Lemons 186
The Mad Man 190

Threshold to Music - Early Childhood:
See Saw Marjorie Daw 11
Old MacDonald 25

Threshold to Music - Level One:
Clap Your Hands 12
Bingo 25
Scotland's Burning 35
Roll Over 72

Threshold to Music - Level Two:
All Night 30
Sing Together 57

DO-MI-SOL-DO/DO-SOL-MI-DO

Song Samples:
- Head and Shoulders
- I'm Goin' to Leave

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Leave the Medicine Alone! 112

American Book Company: New Dimensions in Music - Beginning Music:
- Down Down 167
- Thunder and Lightning 137

American Book Company: New Dimensions in Music - Enjoying Music:
- Row Your Boat 137

American Book Company: New Dimensions in Music - Expressing Music:
- La Jesusita 14
- The River Lea 29

Silver Burdett - Early Childhood:
- I Love My Shirt 51
- The Donkey 129

Silver Burdett - Book One:
- The Death of Mr. Fly 16

Silver Burdett - Book Two:
- Hop Up and Jump Up 101
- Ring Game 114
- A Happy Song 182

Silver Burdett - Book Three:
- Caramba! 185

Threshold to Music - Level One:
- Camptown Races 59
- Brooms 91

Threshold to Music - Level Two:
- On Top of Old Smokey 39
- The Echo 58

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VERSE/CHORUS

Song Samples:
- Catalina Madalina
- Looby Lou
- My Bonnie
- Oh Susanna
- Polly Wolly Doodle

Harcourt, Brace, Jovanovich - Beginning Level:
- Steppy, Peppy Spider
- Hattie the Cat

Harcourt, Brace, Jovanovich - Level One:
- The Happiest Day of My Life

American Book Company: New Dimensions in Music - Music For Early Childhood:
- One Boy in A Ring 42

American Book Company: New Dimensions in Music - Beginning Music:
- O Tannenbaum 93
- Fire Song 74

American Book Company: New Dimensions in Music - Enjoying Music:
- Sambalele 54

American Book Company: New Dimensions in Music - Expressing Music:
- Get on Board 72
- All Night All Day 10
- Tinga Layo 41

Silver Burdett - Early Childhood:
- Little Sacka Sugar 42
- Shady Grove 85
- Dan Tucker
- Zumba Zumba 92
- Yankee Doodle 123

Silver Burdett - Book One:
- Jennie Jenkins 137
- Big-Eye Rabbit 157
- Songs of the Shepherd 182

Silver Burdett - Book Two:
- Play For Ma Dogama 8
- Old Joe Clark 49
- Going Over the Sea 157
- Brother Noah 163
- Shanghai Chicken 173

Silver Burdett - Book Three:
- Brother Noah 154
- Old Joe Clark 155
- Scratch, Scratch 178
- Marching to Pretoria 204
- Polly Wolly Doodle 211

CHANGING VERSE SONGS

Song Samples:
- Bear Went Over the Mountain
- Boom-A-Chicka-Boom
- Catalina Madalina
- Looby Lou
- My Bonnie
- Oh Susanna
- Old MacDonald
- Polly Wolly Doodle
- She'll Be Coming 'Round the Mountain

Harcourt, Brace, Jovanovich - Beginning Level:
- You Can't Make a Turtle Come Out

Harcourt, Brace, Jovanovich - Level Three:
- Let's Celebrate the Season 137

American Book Company: New Dimensions in Music - Beginning Music:
- Hush Little Baby 18
- Aiken Drum 62
- Rise, Rise and Up She Rises 129

American Book Company: New Dimensions in Music - Expressing Music:
- An American Frigate 79

Silver Burdett - Early Childhood:
- Five Puppies 28
- Hush Little Baby 64
- Ambos a Dos 9
- Douglas Mountain 39

Silver Burdett - Book One:
- Death of Mr. Fly 16
- This Old Man 11
- I'm Gonna Sing 31
- Old Roger 65

Silver Burdett - Book Two:
- Death of Mr. Fly 22
- Can You Do This 28
- The Critter Got Away 66
- Barnyard 123

Silver Burdett - Book Three:
- The Leprechaun 160
- 'Taters 168
- The Mad Man 190
- Clover 162

WHAT'S IT LIKE TO BE

Harcourt, Brace, Jovanovich - Level One:
- Animal Rhythm Band
- Shadow

Harcourt, Brace, Jovanovich - Level Two:
- Strange Barnyard 140
- Steam Shovel Song 47
- Steam Shovel Song 48

American Book Company: New Dimensions in Music - Music For Early Childhood:
- Things I Touch 82
- What Will You Be? 135

American Book Company: New Dimensions in Music - Beginning Music:
- I'm Sam The Spaceman 138

American Book Company: New Dimensions in Music - Enjoying:
- The Kite 108

Silver Burdett - Early Childhood:
- Can You Guess What I Am? 63

Silver Burdett - Book One:
- Boa Constrictor 153

Silver Burdett - Book Two:
- You Can't Make a Turtle 248
- Flying Kites 215

Silver Burdett - Book Three:
- Scratch 83
- Ghost of John 46

MOODS

Sample Songs
    If You're Happy

Harcourt, Brace, Jovanovich - Beginning Level:
    What Does Your Funny Face Show?

Harcourt, Brace, Jovanovich - Level One:
    The Happiest Day of My Life 85
    Feelings 118
    Making Things 92

Harcourt, Brace, Jovanovich - Level Two:
    Sharing Spaces

Harcourt, Brace, Jovanovich - Level Three:
    Friends
    What's So Funny?/Ready to Laugh 136

American Book Company: New Dimensions in Music - Music For Early Childhood:
    The Happy Day 30
    Pooh's Song 28

American Book Company: New Dimensions in Music - Beginning Music:
    A Happy Song 13
    If You're Happy 132

American Book Company: New Dimensions in Music - Enjoying:
    If You're Happy 38
    Isn't It Fun 78

American Book Company: New Dimensions in Music - Expressing:
    Make New Friends 47
    We'll Be Happy 124

Silver Burdett - Book One:
    Who I Am 2

Silver Burdett - Book Two:
    Best Friends 53
    Happy Song 182

Silver Burdett - Book Three:
    I Clap My Hands 151

LOVE SONGS

Sample Songs:
- My Bonnie
- Polly Wolly Doodle

American Book Company: New Dimensions in Music - Early Childhood:
- Be My Valentine 144
- Love Somebody 144

American Book Company: New Dimensions in Music - Beginning Music:
- Doll's Wedding 20
- My Pretty Girl 19
- My Valentine 97

American Book Company: New Dimensions in Music - Enjoying:
- Dearest Child 119
- Love Somebody 188
- Magic Penny 40
- St. Valentine's Day 188

American Book Company: New Dimensions in Music - Expressing Music:
- Love Somebody 188
- Will You Be My Valentine? 184

Silver Burdett - Early Childhood:
- Love Somebody 104
- Mail Myself to You 142

Silver Burdett - Book One:
- Flea and the Mouse 119

Silver Burdett - Book Two:
- Little Quails 89

Silver Burdett - Book Three:
- What is Love 81
- Love 203

NARRATIVE

Sample Songs:
- Catalina Madalina
- In A Cottage
- My Bonnie
- Mary Had A Baby

American Book Company: New Dimensions in Music - Early Childhood:
- Down By the Station 12
- Mary Had A Baby 142
- Four in a Boat 100
- Erie Canal 102

American Book Company: New Dimensions in Music - Beginning Music:
- Go Tell Aunt Rhody 39
- Hush Little Baby 18
- Over the River 87
- Five Puppies 57

American Book Company: New Dimensions in Music - Enjoying Music:
- Aiken Drum 62
- Famous Duke of York 103

American Book Company: New Dimensions in Music - Expressing Music:
- Skin and Bones 168
- Sammy Put the Paper 136

Silver Burdett - Early Childhool:
- Go Tell Aunt Rhodie 166
- Jennifer's Rabbit 156
- Jig Along Home 60
- Red Hen's Song 106
- Skin and Bones 178

Silver Burdett - Book One:
- Boa Constrictor 153
- Cricket's Song 46
- Death of Mr. Fly 16
- The Elephant 38
- In a Sunny Meadow 160
- Little Shoemaker 158
- Old Roger 65
- Three Little Pigs 149

Silver Burdett - Book Two:
- Death of Mr. Fly 22
- The Little Quails 89
- Three Maple Trees 241

Silver Burdett - Book Three:
- Buying Fish 40
- Carampa 110
- Frog in the Well 94
- Lemos 113
- The Mad Man 130
- Scratch, Scratch 83

PATRIOTIC SONGS

Sample Songs
- Yankee Doodle

American Book Company: New Dimensions in Music - Music For Early Childhood:
- America 153
- Battle Hymn of the Republic 150
- My Country's Flag 4
- Yankee Doodle 152

American Book Company: New Dimensions in Music - Beginning Music:
- America 108
- America, the Beautiful 106
- Battle Hymn 107
- I Pledge Allegiance 105
- There Are Many Flags 104
- Yankee Doodle 109

American Book Company: New Dimensions in Music - Enjoying:
- America 194
- America the Beautiful 195
- Star Spangled Banner 197
- This Land is Your Land 2

American Book Company: New Dimensions in Music - Expressing:
- America 193
- America the Beautiful 196
- Star Spangled Banner 194
- This Land is Your Land 2
- Yankee Doodle 30

Silver Burdett - Early Childhood:
- America 174
- Yankee Doodle 123

Silver Burdett - Book One:
- America 127
- Battle Hymn 99

Silver Burdett - Book Two:
- America 174
- Battle Hymn 149

Silver Burdett - Book Three:
- America 119
- America the Beautiful 120
- This Land Is Your Land 220

WORK SONGS

Sample Songs
She'll Be Coming 'Round the Mountain

American Book Company: New Dimensions in Music - Music For Early Childhood:
Erie Canal 102
Blow Ye Winds 81

American Book Company: New Dimensions in Music - Beginning Music:
Boatman's Song 76
A Hunting We Will Go 28

American Book Company: New Dimensions in Music - Enjoying Music:
Old Chisholm Trail 58

American Book Company: New Dimensions in Music - Expressing Music:
Corn Grinding Song 101
Night Herding Song 73
Rice Planting Song 149

Silver Burdett - Early Childhood:
Pick a Bale of Cotton 125

Silver Burdett - Book One:
Barnacle Bill 12

Silver Burdett - Book Three:
Cargo Workers 196
Down the River 64
Haul on the Bowline 199

Others:
Yeo Heave Ho
Shenandoah
Casey Jones
I've Been Working on the Railroad
Home on the Range
A-Roving
John Henry
Green Grow the Lilacs

SPIRITUALS

Harcourt, Brace, Jovanovich - Beginning Level:
All Night, All Day

American Book Company: New Dimensions In Music - Early Childhood:
Train is A-Coming 104

American Book Company: New Dimensions in Music - Beginning Music:
All Night All Day 137

American Book Company: New Dimensions in Music - Enjoying:
Go Tell It On The Mountain 179
Whole World 39
I'm Gonna Sing 3
My Lord What A Morning 118

American Book Company: New Dimensions in Music - Expressing:
My Lord What A Morning 46
All Night All Day 10

Silver Burdett - Early Childhood:
All Night All Day 163
Bounce Around 150
Great Big Stars 180
Sit Down Brother 57
Train is A-Coming 96
Zion's Children 1

Silver Burdett - Book One:
All Night, All Day 1
Great Big Stars 179
Get On Board 40
I'm Gonna Sing 31
Sing Hallelu 185

Silver Burdett - Book Two:
Hold My Mule 216
Mary Had A Baby 144
Get on Board 9
Great Big Stars 184
Wake Me 1
Whoa Mule 246

Silver Burdett - Book Three:
All Hid 61
Sen' Er One Angel Down 124
Roll an Rock 56

LULLABIES/QUIET SONGS

Sample Songs:
All the Pretty Little Horses

American Book Company: New Dimensions in Music - Music For Early Childhood:
Quiet, Quiet 20
We Are All Nodding 13

American Book Company: New Dimensions in Music - Beginning Music:
All Through the Night 23
Good Night 22
Hush Little Baby 18
Lai-Lah 61

American Book Company: New Dimensions in Music - Enjoying:
November Twilight 174
Congo Lullaby 89
Indian Lullaby 76

American Book Company: New Dimensions in Music - Expressing Music:
Indian Lullaby 104
Stille Nacht 174

Silver Burdett - Early Childhood:
All Night, All Day 163
Douglas Mountain 38
Hush Little Baby 64

Silver Burdett - Book One:
All Me Rock 173
All Night 147
All Night Long 164
Bye 'm Bye 45
A Kiss for the Baby 148
Lulla, Lullaby 33
Suo Gan 158

Silver Burdett - Book Two:
All Me Rock 60
Ay-Lye, Lye-Lyu 211
Bye 'n Bye 147
Cotton-Eye Joe 213
Cradle Hymn 87
Hush Little Baby 172
Hush-a-ba, Birdie 217
Lulla, Lullaby 100
Lullaby 228
Suo-Gan 240

Silver Burdett - Book Three:
All The Pretty Little Horses 27 610
At the Gate of Heaven 195
El Rorro 192

SONG GAMES

Song Samples:
- Around the Ring
- Bingo
- Clap Your Hands
- Did You Ever See A Lassie
- Head and Shoulders
- Looby Loo
- My Bonnie
- Noble Duke of York
- She'll Be Coming 'Round the Mountain
- Skip to My Lou
- This Old Man

American Book Company: New Dimensions in Music - Music for Early Childhood:
- Bow Belinda 34
- Classroom Dance 38
- Jingle at the Window 35
- London Bridge 36
- Old Brass Wagon 37
- We Can Play On The Big Bass Drum 41
- There's Just One In A Ring 42

American Book Company: New Dimensions in Music - Beginning Music:
- Looby Lou 10
- Paw Paw Patch 27
- Captain and Men 56
- Slow Down Song 9
- Swinging and Swaying 33

American Book Company: New Dimensions in Music - Enjoying:
- Any Little Rhythm 80
- Bus Song 24
- Chiapenecas 74
- Hopping Song 88
- Join Into The Game 4
- La Raspe 127
- The Lion Game 41
- Sandy Land 43
- Swing Song 136
- Three Little Girls 192
- Riding in My Car 11

Silver Burdett - Early Childhood:
- Here Sits a Monkey 2
- Ambos A Dos 9
- Shake That Little Foot, Dinah-O 37
- Race You Down the Mountain 82
- Ha Ha This-A-Way 103
- The Old Gray Cat 147
- Hop Up My Ladies 173

Silver Burdett - Book One:

All Around the Kitchen 4
Wild Bird 86
Miss Jenny Jones 163
Jennie Jenkins 137
Hop Up and Jump Up 171

Silver Burdett - Book Two:

Old Joe Clark 49
The Water Wheel 244
Hop Up and Jump Up 101
Ring Game 114
Spin the Dreydl 139

Silver Burdett - Book Three:

Who Has the Ring? 166
Bella Bimba 174

Threshold to Music - Level Two:

Turn the Glasses Over 33

SOLO/MANY VOICED SELECTIONS

Vocal:

Bless the Beasts and the Children (Carpenters: A Song for You)
Day is Done (Peter, Paul and Mary)
Going to the Zoo (Peter, Paul and Mommy)
Happy (Carpenters: Horizon)
I Have a Song to Sing-O (Peter, Paul and Mommy)
Jambalaya (Carpenters: Now and Then)
Sing (Carpenters: Now and Then)
Top of the World (Carpenters: A Song for You)

Instrumental:

Badinere (Bach)	RCA G3V1
Ballet of the Sylphs (Berlioz)	RCA G1V1
Dance of the Sugar Plum Fairy (Tchaikovsky)	
Dragons of Alcala (Bizet)	RCA G2V2
Elephant, the (Saint Saens)	RCA G1V2
Grazioso from English Dances (Arnold)	RCA G1V2
Jack in the Box (Bartok)	RCA G2V1
Swan, The (Saint Saens)	RCA G3V2

LISTENING SELECTIONS

Accents

Bear Dance (Bartok)	RCA G3V2
California Strut (Walter Murphy)	PS 2015
Circus Music (Red Pony) (Copland)	RCA G2V1
Great Gate of Kiev (Pictures-Tomita)	See Electronics
Lesquercade (The King Is Amused) (Delibes)	RCA G1V2
Tambourin (Gretry - Mottl)	RCA G2V1
Waltz (Rossini-Britten)	RCA G1V2

Heavy

Baby Yaga (Pictures-Tomita)	See Electronics
Bydlo (Mussorgsky)	RCA G3V1
The Elephant (Saint Saens)	RCA G1V2
Fairies and Giants (Elgar)	RCA G2V1
Great Gate (Pictures-Tomita)	See Electronics
Pantomime (the Comedians)(Kabalevsky)	RCA G1V1
Shaft Theme	

Light

Bauree and Minuet (Handel)	RCA G3V2
Dance of the Reed Pipes (Tchaikovsky)	RCA G1V2
Fairies and Giants (Elgar)	RCA G2V1
Jesu, Joy of Mans Desiring (Swithced on Bach)	See Electronics
March (Summer Day) (Profkofieff)	RCA G1V1

Short Sounds

Ballet of the Unhatched Chicks (Mussorgsky)	RCA G1V1
Dance of the Little Swans (Tchaikovsky)	RCA G1V1
Dance of the Sugar Plum Fairy (Tchaikovsky)	BOL 58
Fairies and Giants (Elgar)	RCA G3V1
March (Summer Day Suite) (Prokofiev)	RCA G1V1
March of the Toys (Herbert)	RCA G2V1
March Past of the Kitchen Utensils (Williams)	RCA G3V1
Petite Ballerina (Shostakovich)	RCA G2V1
Pizzicato Polka (Shostakovich)	RCA G1V1

Long Sounds

Ballet of the Sylphs (Berlioz)	RCA G1V1
Barcarole (Offenbach)	RCA G3V1
Berceuse (Dolly) (Favre)	RCA G2V2
Berceuse (Firebird) (Stravinsky)	RCA G1V1
Dance of the Rose Maidens (Khachaturian)	RCA G1V2
Fairies and Giants (Elgar)	RCA G3V1
Pantomime (Kabalevsky)	RCA G1V1

Meter-Duple

Air Gai (Gluck)	RCA G1V1
Gigue (Gretry)	RCA G1V1
Gigue (Suite #3 in D Major) (Bach)	RCA G1V1
March (Rossini-Britten)	RCA G1V1
March Past of the Kitchen Utensils (Williams)	RCA G3V1
March Militaire (Schubert)	BOL 54
Tambourin (Gretry)	RCA G2V1
Cortege of the Sardar (Ivanov)	BOL 54
Dagger Dance (Herbert)	RCA G3V1
March of the Toys (Herbert)	RCA G2V1
March (Summer Day Suite) (Prokofiev)	RCA G1V1
Pantomime (Kabalevsky)	RCA G1V1

Meter - triple (Waltz)

Petite Ballerina (Shostakovich)	RCA G2V1
Skaters Waltz (Waldenfel)	BOL 55
Waltz (Meyerbeer)	RCA G2V1
Waltz of the Doll (Delibes)	RCA G1V1
Waltz on the Ice (Prokofiev)	RCA G3V2
Waltz No. 1 (Gounod)	RCA G3V1
Ballet of the Sylphs (Bizet)	RCA G1V1
Anitra's Dance (Grieg)	RCA G1V2
The Elephant (Saint Saens)	RCA G1V2
Waltz (Matinees Musicales) (Rossini-Britten)	RCA G1V2
Waltz (The Comedians) (Kabelevsky)	RCA G1V2
Swanhilde's Waltz (Delibes)	RCA G2V2
Waltz (Gounod)	RCA G2V1

SONGS WITH MOVEMENT COMMANDS

Sample Songs:
- Around the Ring
- Clap Your Hands
- Did You Ever See A Lassie?
- Head and Shoulders
- If You're Happy
- Looby Lou
- Noble Duke of York

Harcourt, Brace, Jovanovich - Beginning Level:
- We Are Moving
- Steppy, Peppy Spider
- What Does Your Funny Face Show? (facial expressions)
- Wiggle, Wiggle

Harcourt, Brace, Jovanovich - Level Two:
- Curl Up - Stretch Out

Harcourt, Brace, Jovanovich - Level Three:
- Ready to Laugh
- Swaying

American Book Company: New Dimensions in Music - Music for Early Childhood:
- Bow Belinda 34
- Classroom Dance 38
- Put Your Finger in the Air 6
- Hokey, Pokey 10
- Helping Mother 17
- Old Brass Wagon 37

American Book Company: New Dimensions in Music - Beginning Music:
- How D'You Do? 26
- Clap Your Hands 29
- Hey Betty Martin 30
- Jump or Jiggle 31
- Swinging and Swaying 33

American Book Company: New Dimensions in Music - Enjoying:
- Join Into the Game 4
- If You're Happy 38
- Rock Around the World 46
- Famous Duke of York 103

Silver Burdett - Early Childhood:
- Bonga 23
- Santy Maloney 31
- Pass the Shoe 52
- Head Shoulders, Baby 56

Silver Burdett - Book One:
All Around the Kitchen 4
Hi-Dee-Roon 25
Clap Your Hands 37
Pretty Trappings 102

Silver Burdett - Book Two:
Wake Me 1
Shake Hands, Mary 2
Can You Do This? 28
Che Che Koolay 90

Silver Burdett - Book Three:
Join Into The Game 202

LISTENING FOR MOVEMENT

Composition	Composer	Recording
Walking/Marching		
Air Gai (Iphigenia in Allis)	Gluck	RCA G1V1
Changing of the Guard (Carmen Suite #2)	Bizet	RCA G3V2
Colonel Bogey March	Alford	BOL 54
March and Comedians Gallop	Kabalevsky	RCA G2V1
March (Love for Three Oranges)	Prokofiev	BOL 54
March (Nutcracker Suite)	Tchaikovsky	BOL 58
March of the Kings	Menotti	RCA G1V1
March of the Siamese Children	Rodgers	BOL 54
March of the Toys (Babes in Toyland)	Herbert	RCA G2V1
March Past of the Kitchen Utensils	Williams	RCA G3V1
March (Summer Day Suite)	Prokofiev	RCA G1V1
March Militaire	Schubert	BOL 54
Parade	Ibert	RCA G1V1
Pomp and Circumstance	Elgar	BOL 54
Semper Fidelis	Sousa	RCA G3V2
Stars and Stripes Forever	Sousa	BOL 54
Walking Song	Thomson	RCA G1V1
Chorale Prelude "Wachet Auf" (Switched on Bach)		MS 7194
Hopping/Jumping		
Ballet of the Unhatched Chicks	Mussorgsky	RCA G1V1
Little White Donkey	Ibert	RCA G2V1
Dance of the Little Swans	Tchaikovsky	RCA G1V1
Leap Frog	Bizet	RCA G1V1
Pumpkin Eaters Little Fugue	McBride	RCA G2V2
Ballet of the Unhatched Chicks (Pictures)	Tomita	See Electronic
Prelude and Fugue #2 (Switched on Bach)		MS 7194
Two Part Invention in F Major (Switched on Bach)		MS 7194
I'm In Love With Big Blue Frog	Peter,Paul,Mary	WB 1700
J-Jump (Sesame Street)		
Running		
The Ball (Children's Games)	Bizet	RCA G1V1
Entrance of the Little Fauns	Pierne	BOL 54
Pizzicato Polka	Shostakovich	RCA G1V1
Invention in D Minor (Switched On Bach)		MS 7194
Invention in F Major (Switched on Bach)		MS 7194
Sinfonia to Cantata #29 (Switched on Bach)		MS 7194
Tuileries (Pictures)	Tomita	See Electronic
Smooth and Slow Movements		
The Swan	Saint Saens	RCA G3V2
Ballet of the Sylphs	Berlioz	RCA G1V1
Barcarolle (Tales of Hoffman)	Offenbach	RCA G3V1
Berceuse	Faure	RCA G2V1
Berceuse (Firebird)	Stravinsky	RCA G1V1
Cradle Song (Children's Games)	Bizet	RCA G1V1

Fountain Dance	Elgar	RCA G2V1
Waltz #1	Gounod	RCA G3V1
Air on a G String (Switched on Bach)		MS 7194
Heather (Now and Then)	Carpenters	
Love is Blue (Paul Mariat		40495
Romeo and Juliet - Love Theme		See soundtracks
Theme from Love Story		See soundtracks

Skating/Waltzing

Aragonaise (Le Cid)	Massenet	RCA G1V1
Petite Ballerina	Shostakovich	RCA G2V1
The Skater's Waltz	Waldtenfel	BOL 55
Waltz (Les Patineurs)	Mayerbeer	RCA G2V1
Waltz	Gounod	RCA G3V1
Waltz on the Ice	Prokofiev	RCA G3V2
Ballet of the Sylphs	Bizet	RCA G1V1
Waltz of the Doll	Delibes	RCA G1V1
Anitra's Dance	Grieg	RCA G1V2
The Elephant	Saint Saens	RCA G1V2
Waltz (Matinee's Musicale)	Rossini-Britten	RCA G1V2
Waltz (The Comedians)	Kabalevsky	RCA G1V2
Swanhilde's Waltz	Delibes	RCA G2V2

Skipping

Badinere	Bach	RCA G3V1
Gigue	Gretry	RCA G1V1
Gigue (Suite #3)	Bach	RCA G1V1
Prelude and Fugue #2 (Switched on Bach)		MS 7194
Dueling Banjos		WB 7659
Grandma's Feather Bed	John Denver	
Thank God I'm A Country Boy	John Denver	

Creep

Dragons of Alcala	Bizet	RCA G2V2
Brandenburg Concerto #3 - 2nd MVT. (Switched on Bach)		MS 7194
Bydlo (Pictures)	Tomita	See Electronic
Catacombs - Cum Mortius (Pictures)	Tomita	See Electronic
The Gnome (Pictures)	Tomita	See Electronic
The Firebird	Tomita	See Electronic
The Old Castle (Pictures)	Tomita	See Electronic
Two Part Invention in B Flat (Switched on Bach)		MS 7194

Galloping

Badinerie (Suite #2 B Minor)	Bach	RCA G3V1
Finale (William Tale)	Rossini	RCA G3V1
March	Prokofiev	BOL 54
Taranteua	Rossini-Respighi	RCA G3V2

Giant Steps

Air Gai (Iphigenia in Allis)	Glick	RCA G1V1
Cortege of the Sardar	Ippolitov-Ivanov	BOL 54
Pantomime (The Comedians)	Kabalevsky	RCA G1V1

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Careers in Music Education	# 88
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SONG RECORDS

Burl Ives

The Lollipop Tree	Harmony	HS 1445
Little White Duck	"	HS 14507

Ella Jenkins (Folkways)

Call and Response: Rhythmic Folk Singing	FC 7308
My Street Begins at My House	FC 7543
Play Your Instruments nd Make a Pretty Sound	FC 7665
This A-Way That A-Way Cheerful Songs and Chants	FC 7546

Peter, Paul and Mary (Warner Brothers)

Album 1700	WS 1700
Peter, Paul and Mary	W 1449
Peter, Paul and Mommy (children's songs)	WS 1785
Ten Years Together	WB 2552

Nancy Raven (Pacific Cascade Records)

Hop Skip and Sing	LPL 7015 (activity songs)
Lullabies and Other Children's Songs	LPL 7007
People and Animal Songs	LPL 7013
Singing in a Circle	LPL 7014 (circle & activty)
Songs for the Holiday Season	LPL 7017
Wee Songs for Wee People	LPL 7012 (nursery rhymes)

Malvina Reynolds

Artichokes, Griddle Cakes & Other Good Things	LPL 7018
Funny Bugs, Giggle Worms & Other Good Friends	LPS 7025
Held Over	CFS 3688

Pete Seeger (Folkway)

American Folk Songs for Children	FP 7011
Birds, Beasts, Bugs and Bigger Fishes	FC 7001

Joe Wayman

Anything Can Happen	LP 594 (book available)
Dandy Lions Never Roar	MK57-362 "
Imagination and Me	MK47-230 "

Hy Zaret and Lou Singer

Ballads for the Age of Science	MRBX 1
It Could Be A Wonderful World	MR10 (motivation records)

Patty Zeitlin and Marcia Berman

Everybody Cries Sometime (self appreciation/expression)	AR 561
I'm Not Small (circle games/activity songs)	AR 547
Rainy Day Dances, Rainy Day Songs	AR 570
Spin Spider Spin	AR 551
Won't You Be My Friend (social/emotional growth)	AR 544

Music Time with Charity Bailey	Folkways	FC 7307
Songs from Under the Apple Tree (Baumgarten)		L 1103
Songs to Grow On (Guthrie) Folkways		FC 7675
Through Children's Eyes (Timeliters)	RCA	LPM/LSP 2512
Songs About Animals & Birds for Children (Olsen)		CAS-1030
I Wonder What I'll Be (Betty & Cecil Simpson) $	Omnisound	N-196
Songs of Fox Hollow (Tom T. Hall) Mercury		O 598
Puff the Magic Dragon (Richard Wolfe Children's Chorus)		CAL 1088

STORIES

Aesops Fables in Song ** (George Mysels)	Omnisound	N-194
Story Songs ** (Carmino Ravosa)	Omnisound	N-1007

SOUND EFFECTS

Songs of the Humpback Whale	Capital	ST-620
Sound Effects	Audio Fidelity	DFS-7056
Stories in Sounds	Golden	LP 202

The Electric Company	Warner Brothers	BS 2636
Free To Be You and Me **	Bell	1011
Really Rosie **	Ode	SP 77027
Sesame Street *	Columbia	CS 1069

Hap Palmer

Creative Movement and Rhythmic Exploration	AR/AC 533
Feelin' Free Vocabulary/Language	AR/AC 517
Feel of Music	AR/AC 556
Folk Song Carnival	AR/AC 524
Getting to Know Myself *	AR/AC 543
Homemade Band	AR/AC 545
Holiday Songs and Rhythms	AR/AC 538
Ideas, Thoughts and Feelings	AR/AC 549
Learning Basic Skills Through Music Vol. 1 *	AR/AC 514
Learning Basic Skills Through Music Vol. 2 *	AR/AC 522
Learning Basic Skills Through Music Vocabulary	AR/AC 521
Learning Basic Skills Through Music Health/Safety	AR/AC 526
Math Readiness Vocabulary/concepts	AR/AC 540
Math Readiness Addition/subtraction	AR/AC 541
Mod Marches	AR/AC 519
Modern Tunes for Rhythms and Instruments	AR/AC 523
Movin'	AR/AC 546
Patriotic and Morning Time Songs	AR/AC 519
Pretend	AR/AC 563
Singing Multiplication Tables	45-101

MOVEMENT RECORDS

Creative Movement and Rhythmic Exploration (Hap Palmer)	AR 533
Movin'(Hap Palmer)	AR 546
Perceptual Motor Rhythm Games (Capon Hallum) dances, ball activities)	AR 50
Rainy Day Record (Glass & Hallum)	AR 553
Rhythm Stick Activities (Glass & Hallum)	AR 55
Rhythms Today (Silver Surdett)	
Square Dance Fun for Everyone (Franklin)	REA 1138

* Book included
** Book available

ETHNOMUSIC

General

Folk Instruments of the World	Follet	Album L24
Music From Distant Corners of the World	Nonesuch	H7-11
National Geographic Society	(Many cultures on this label)	

Africa

Africa South of the Sahara	Folkways	EE 4508
African Story Songs (Maraire)	UW Press	
Ashanti Folk Tales from Ghana	Folkways	FC 7110
Mbira Music of Rhodesia	UW PRess	1001

Japan

A Bell Ringing in the Empty Sky	Nonesuch	H72025
Japanese Koto Classics	Nonesuch	H72008
Koto Music of Japan	Nonesuch	MS 72005
Traditional Folk Songs of Japan	Folkways	FE 4534

American Indian

Sounds of Indian America — Indian House, Box 472, Taos, New Mexico 87571

INSTRUMENTS

RCA: Meet the Instruments
Play Your Instrument and Make a Pretty Sound — FC 7665

Keyboard
Standard School Broadcast
Ferrante and Teicher — United Artist — LA 681-G

Woodwind
Standard School Broadcast

Peter and the Wolf (Prokofieff)	Columbia	MS-6193
First Chair Encores	Columbia	MS-6977
Suite for Flute and Jazz Piano	Columbia	MWN 33233
Benny Goodman - Clarinet	Columbia	PG-31547

Brass
Standard School Broadcast

Louis Armstrong - Trumpet	Audio Fidelity	6132
Al Hirt - Trumpet	Audio Fidelity	6282

Strings
Standard School Broadcast

The Seasons (Vivaldi)	London	CS 6809
Canon (Pachelbel)	London	CS 6206

Guitar
Standard School Broadcast

Suite for Classical Guitar and Jazz Piano	RCA	FRL1-0149
Dueling Banjos	WB	7659
Classical Gas	WB	7190

Percussion
Standard School Broadcast

ELECTRONIC MUSIC

title (composer)	/ Label/	serial #
Electronic Music (Cage, Berio, Mimaroglu)	Trunabout	TV 340565
Electronic Music for the Ballet "Electronics" (Gassman)	/Westminster/	WGS 8110
Extended Voices	/Odyssey/	32160156
Swithched on Bach	/Columbia/	MS 7194
Pictures At An Exhibition (Tomita)	/RCA/	AR 1-0830
The Firebird (Tomita)	/RCA/	ARL 1-1312
The Well-Tempered Synthesizer (Carlos)	/Columbia/	MA 7286
The World of Harry Partch (makes and plays his own instruments)	/Columbia/	MS 7207
Music for Glass Harmonica (Hoffman)	/Turnabout/	TV-534452
Glass Harmonica (Hoffman)	/Condide/	CE-31007

ORCHESTRAL MUSIC

Canon (Pachelbel)	London	CS 6206
Carmen Suite (Bizet)		SRV 197
Carnival of the Animals (Saint Saens)	Columbia	MS-6368
Classics for Children (Volumes 1 and 2)	Capital	T3223
Firebird Suite (Stravinsky)	Columbia	MS-31632
Grand Canyon Suite (Grofe)	Columbia	MS-6003
Hansel and Gretl (Humperdinck)	RCA	CAS-1024
La Mer (Debussy)	Columbia	MA-6077
Music For Children (Orff)	Angel	3582
Night on Bald Mountain (Mussorgsky)	Columbia	MS-7148
Nutcracker Suite (Tchaikovsky)	Columbia	MS-6193
Peer Gynt Suite (Grieg)	Columbia	MS-6199
Pictures At An Exhibition (Mussorgsky)	Columbia	MS-7148
Rite of Spring (Stravinsky)	Columbia	MS-6010
Scheherazade (Rimsky-Korsakov)	Columbia	MS-6365
Sorcerer's Apprentice (Dukas) - narrated	Columbia	CR 21501
Sorcerer's, Moldau, Danse Macabre	RCA	LM-2056
Water Music (Handel)	Columbia	MS-6095

MARCH RECORDS

title	performer	number
Circus Time	Ringling Brothers and Barnum & Bailey Bands	DECCA DL 78451
Greatest College Football Marches	University fo Michigan	VSD-29-30
Marching Along	Eastman Wind Ensemble	Mercury SRI-75004
National Anthems and Their Stories		ST-3931
Sound off! (Sousa)	Eastman Wind Ensemble	Mercury SRI-75047
Spectacular Marches (assorted symphonic marches)	Ormandy	RCA ARLI-0450
USA!)Patriotic)		Angel S-36936

SOUNDTRACKS

Alice in Wonderland/Cinderella	Disney	SPC 3184
Butch Cassidy and the Sundance Kid	A&M	SP 4227
Fiddler on the Roof	United Artist	10900
Hans Christian Anderson	Decca	DL 78479
It's A Small World	Disney	
Jaws		MCA 2087
Love Story/Skating in Central Park		PAA-0064
Musical Score: Wizard of Oz/Pinocchio	(Garland/Yound)	DL 78387
Oklahoma		WAO 595
Romeo and Juliet	KAPP	K 995
Rocky	United Artist	LA 693-G
Shaft	Enterprise	ENS 2-5002
Sound of Music	RCA	LSOD-2005
The Sting		MCA 2040
2001: A Space Odyssey	MGM	SIE-13
Wizard of OZ*	Disney	ST 3957
A Song for You (Carpenters)	A&M	SP 3511
Now and Then (Carpenters)	A&M	SP 3519
Horizon (Carpenters)	A&M	SP 4530
An Evening with John Denver	RCA	CPL2-0764
John Denver's Greatest Hits	RCA	CPL1-0374
A Fifth of Beethoven (Murphy)	Private Stock	PS 2015
Joy (Apollo 100)	Mega	M31-1010

* includes book

630

Series

Young Peoples Records/Children's Record Guide
100 - 6th Avenue
New York, New York
(series of records which covers many topics through songs and listening lessons)

Chevron School Broadcast
225 Bush Street
San Francisco, CA 94104
(musical visions of America (Mix Series) and record set of instrumental families)

RCA: Adventures in Music

Bowmar Orchestral Library